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STUDENT PERCEPTIONS OF A SIXTH FORM COLLEGE;

A CASE STUDY OF YALE COLLEGE, WREXHAM.

BY

KEITH PRITCHARD, B.Sc., UNIVERSITY OF WALES

FOR THE DEGREE OF: MASTER OF PHILOSOPHY,
OPEN UNIVERSITY.

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STUDENT PERCEPTIONS OF A SIXTH FORM COLLEGE;
A CASE STUDY OF YALE COLLEGE, WREXHAM.

THIS IS TO CERTIFY that the above work which is being submitted by me for the degree of Master of Philosophy of the Open University is entirely the result of my own independent investigation, except where quotation is specifically acknowledged and that it has not been accepted already in substance for any degree and that it is not being submitted concurrently in candidature for any degree.

JUNE 20th, 1984.

ACKNOWLEDGEMENTS

Without the whole-hearted co-operation of Mr. Eifion Ellis, Principal, Yale Sixth Form College, and all members who supervised the test essay sessions, the preparation of this study would not have been possible. My thanks also to all those Yale students who participated voluntarily in the project between 1979-81.

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These acknowledgements would not be complete without reference to my wife and two sons, who provided whole-hearted support while the work was in progress and have borne the inevitable 'troughs' with remarkable fortitude and good humour.

K. Pritchard

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ABSTRACT:

Research focusses upon an institution (Yale College, Wrexham) catering exclusively for Sixth Form students in the 16-19 age group. Content is based upon information collected from the selected student cohort, (240) over a two year attendance period. (1979-81).

Its basic aims are: to identify student perception of the learning milieu; to monitor the consistency of attitudes over time and to examine the relative influences of internal (school based) or external (non-school based) factors.

Only limited evidence was found of other sociological investigations exclusive to Sixth Form institutions and the nearest parallels were provided by research into Social processes within Secondary schools of the selective and non-selective variety. Research design seeks to establish whether identical processes, e.g. Differentiation and Polarisation, operate within a mixed, Comprehensive Sixth Form College, drawing its clientele primarily from seven contributory 11-16 schools.

An attempt has been made to synthesise the Functionalist and Interactionist approaches to the study of Organisations.

Objective measures of institutional attitudes were obtained from two separate essays written by each student at the 'entry' and 'departure' stage. These values indicated the spread of opinion within the pro/anti spectrum.

Interviews with a selected sample, (32) post dated each essay and provided further subjective information, which added an illuminative dimension.

Comprehensive student profiles, containing academic, socio-economic and other information, compiled from student record cards, formed the final raw data element.

Finally, at the analytical stage, a mixture of interpretive and statistical techniques were employed to; describe the attitude and distribution pattern at each stage; assess the uniformity of results or pinpoint significant changes; clarify the role of contributory factors, and maintain the rigour and consistency of analysis.

STUDENT PERCEPTIONS OF A SIXTH FORM COLLEGE;
A CASE STUDY OF YALE COLLEGE, WREXHAM.

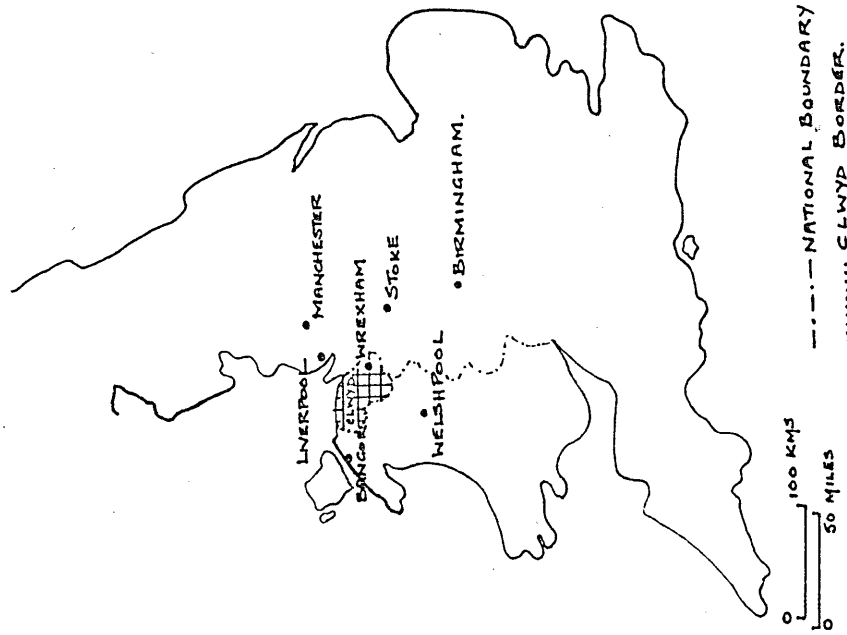
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WREXHAM: LOCATION.



WREXHAM: ENVIRONS.

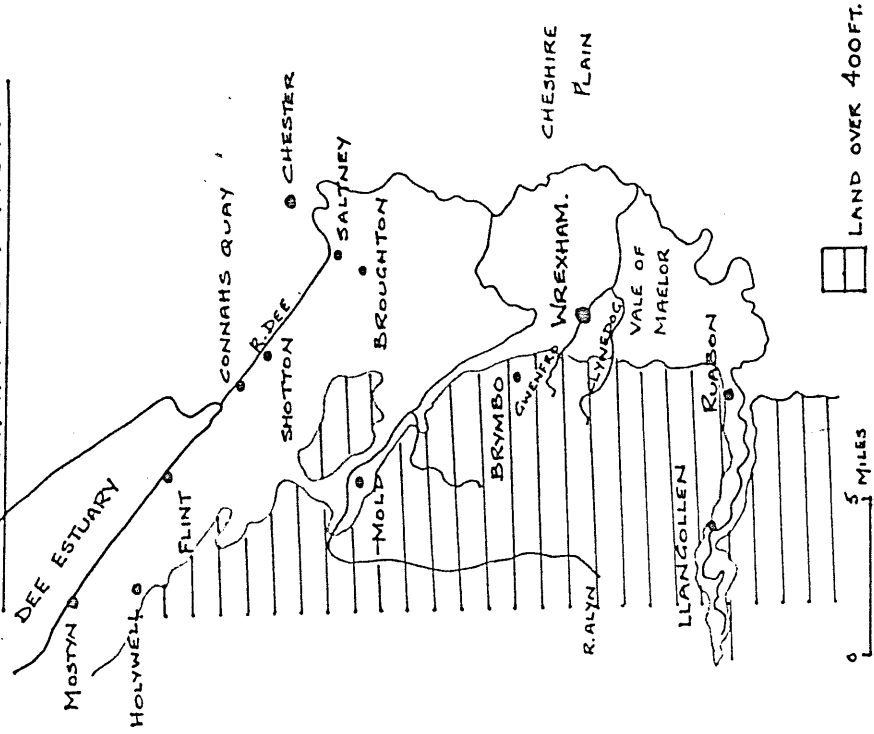


FIG. 1.0.1

CHAPTER ONEAN INTRODUCTION

This study is concerned with social processes operating within an institution catering exclusively for the education of students in the 16-19 age group.

Yale Sixth Form College was a product of two tier Secondary comprehensive re-organisation in Wrexham (Clwyd), 1972. It functions as an autonomous unit, geographically distinct from its seven contributory schools. Investigation was confined to a single student cohort, (240) over a two year period (1979-81). Strictly, any conclusions drawn are applicable only to this institution, but general issues relevant to Sixth Forms generally may emerge.

Although a number of studies exist dealing with educational provision in Sixth Form Colleges, there was limited evidence of detailed research into the operation of social processes within this innovative type of educational institution.

The nearest parallel was provided by research into social processes within Secondary schools. Contributions by Hargreaves (1967), Lacey (1970) and Woods (1979), are among the best known in this field.

These studies authenticate the existence of DIFFERENTIATION processes within school populations, leading to a POLARISATION of attitudes and opinions, into distinctive 'pro' and 'anti' factions and establish tentative links with causal mechanisms from structures within the school, as well as the external environment.

The current project sets out to ascertain whether parallel social processes operate within the chosen Sixth Form College, which is geared to an academic, examination orientated curriculum; where attendance at 16+ is voluntary, entry virtually open access and streaming non-existent.

In theoretical terms, the study attempts to synthesise the Functionalist and Interactionist approaches to the study of organisations. Research methods reflect the eclectic theoretical approach. Some structured guidelines for student responses were provided during data collection, but ample opportunity existed for individual selectivity and self-expression. A variety of relevant issues yielded OBJECTIVE data including: measures of student performance in internal and external examinations, an Attitude assessment value, covering the entire spectrum of opinion between Antagonism and Satisfaction with the institution, and finally an empirical summary of student profile indices, covering social, environmental and academic criteria.

This information was compared with subjective data, derived from verbal responses during structured interviews with a selected group sample, adding an illuminative dimension.

Information compiled from the written descriptions was eventually analysed using a mixture of statistical and interpretive techniques, aimed at identifying attitude patterns and establishing possible causal links with internal or external social processes.

The use of written and verbal reports at both the 'entry' and 'departure' stages facilitated a longitudinal research strategy and sought to clarify the uniformity and consistency of the data over time.

CHAPTER TWO: THE SAMPLE IN ITS EDUCATIONAL SETTING:

PART A

THE EDUCATIONAL SETTING:

Use of a case study format makes it vital to delineate the precise research context. The purpose of this section is;

- 1) to describe the location of Yale Sixth Form College vis-a-vis its seven feeder schools,
- 2) to analyse its catchment area in Socio-Economic terms,
- 3) to describe College organisation in terms of;
 - a) staff
 - b) students
 - c) ancillary services.

Wrexham is the largest town in North Wales, the administrative and commercial centre of South Clwyd.

The town has a population of approximately 39,000, but with its immediate hinterland, houses a total of 100,000 people within a six mile radius. As a market town and service centre, it has a wide sphere of influence, attracting clientele from both the Welsh rural areas to the West and the English border counties of Cheshire and Shropshire.

Recently, there has been a significant change in the economic character of the region, Decline of the older, traditional industries (Coal, Steel, Bricks and Tiles), has been partly compensated by an influx of light manufacturing, 'growth' industries, attracted by the area's Special Development status (Textiles, Plastics, Cables and Electronics.)

However, during the current economic recession (1979-83), many of these new firms have also been forced to shed their labour force, or have closed down, e.g. Firestone Tyre Company (1980). Therefore, Secondary education must be viewed against a backcloth of intense social stress and a high unemployment rate among school leavers, e.g. 17.7% of the workforce, April 1981.

In 1980-81, the designated catchment area had a Primary school population of circa 9000 children in 49 schools, with an additional 7000 pupils catered for in the Secondary sector.

Prior to 1972, local pupils in the 11-18 age group, were served by five Secondary Modern schools, plus the co-educational Yale High School and the two single sex Grove Park Grammar schools. Pupils wishing to pursue Vocational courses at 16+, had the option of transferring to the Denbighshire Technical College at Wrexham.

Completion of Secondary reorganisation (1972) saw the emergence of a two tier model which contains:

- 1) Seven co-educational comprehensive schools catering for the 11-16 age group.

EDUCATION PROVISION: WREXHAM AREA (1980) TABLE 2.0.1

SECONDARY SCHOOL (Code No.)	PRIMARY FEEDERS	PRIMARY POPULATION	SECONDARY POPULATION	YALE INTAKE (1980)
1	13	1851	1328	52
2	5	969	708	17
3	8	1440	1033	26
4	6	1325	967	36
5	8	1049	824	42
6	7	1751	1500	88
7	2	549	477	30
	49	8934	6837	*291

*PLUS 21 OTHERS. TOTAL - 312 STUDENTS

Prior to the advent of parental choice (1980 - Education Act), attendance at six schools was decided by residential qualification, while the seventh catered for Roman Catholic pupils. Welsh speakers have the option of a separate bilingual school which caters for the 11-18 age range.

2) Students wishing to continue their full-time education after the school leaving age have two choices;

GROUP A

Transfer to YALE SIXTH FORM COLLEGE (occupying the former Yale High School premises), with a specific limit of 650 students. It offers:

- (i) Advanced Level courses leading to W.J.E.C. examinations in 25 subjects.
- (ii) Resit and conversion Ordinary Level courses.
- (iii) A Complementary Studies programme in the Lower Sixth.

The annual intake consists of:

- 1) Pupils transferring from the seven designated Feeder schools.
- 2) Students transferring from the Welsh Secondary school (i.e. where students are taught in the Welsh language) for Advanced Level courses.
- 3) Students from outside the local catchment, transferring as a result of parental mobility.
- 4) Local students transferring from the Public School sector.

GROUP B

Students who wish to pursue VOCATIONAL courses, do so at Aston College (a constituent unit of NORTH EAST WALES INSTITUTE of HIGHER EDUCATION). A separate establishment situated on an adjacent site on the same campus as Yale, but not linked within a Tertiary College framework.

To minimise 'transfer problems', subject panels operate within the entire Secondary sector and meet on a regular basis to discuss curriculum and examination topics.

An indication of LAND UTILISATION and SOCIO-ECONOMIC patterns within the Feeder school catchment areas (see Fig. 2.0.2) has been compiled using two separate data sources.

1. The NATIONAL CLASSIFICATION OF ENUMERATION DISTRICTS (Centre for Environmental Studies, Office of Population Census and Surveys - 1971 census) subdivided census returns into eight basic FAMILIES, each characterised by a recognisable form of mean 'settlement structure' (for further information see Webber & Craig, 1976).

Table 2.0.3 summarises the catchment zone analysis based on this index (NB. School 7, religious institution has no specified catchment area)

FEEDER SCHOOLS & CATCHMENT ZONES

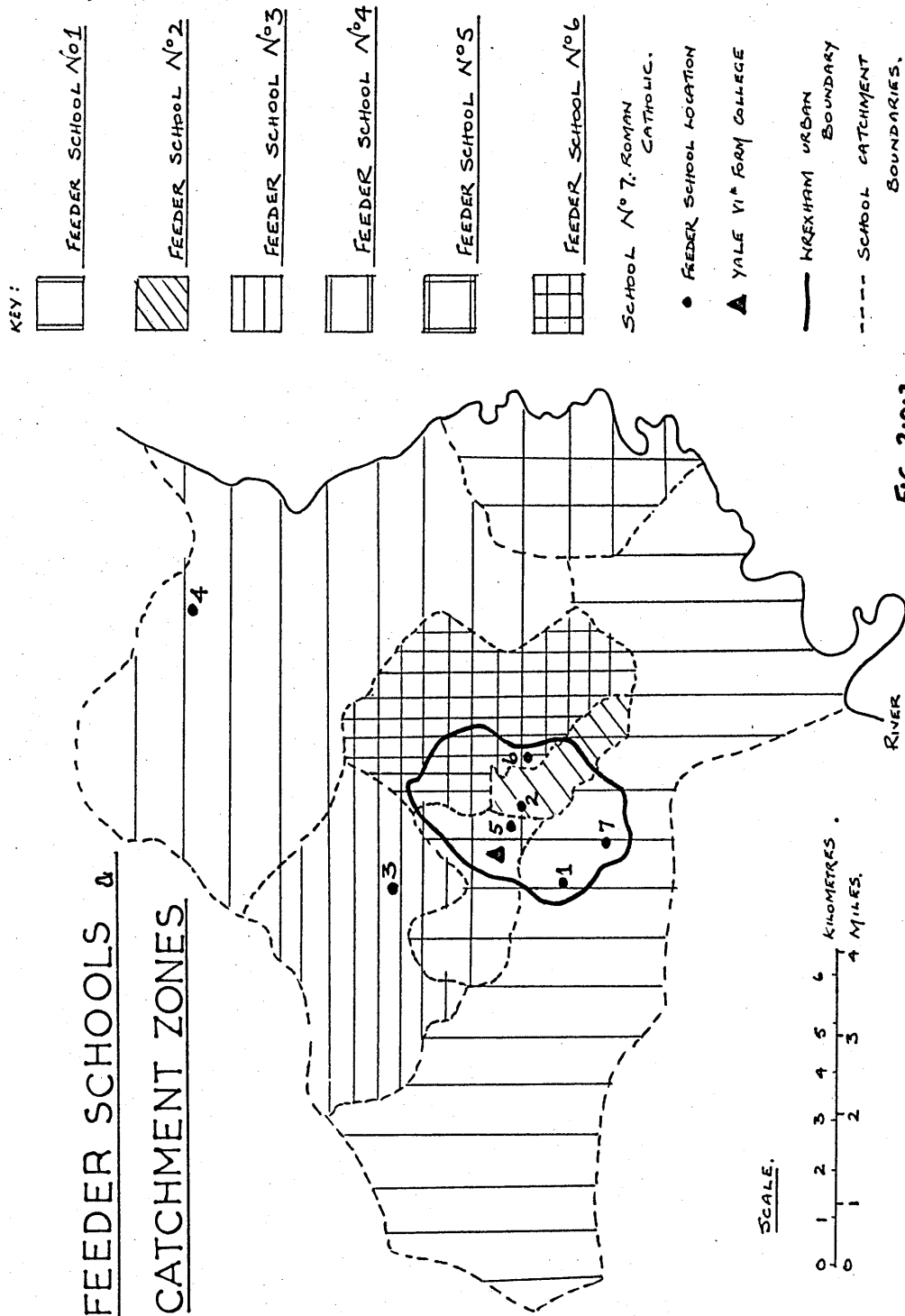


FIG. 2.0.2

FEEDER SCHOOL CATCHMENT AREAS

SCALE: (BASED ON NATIONAL CLASSIFICATION OF ENUMERATION DISTRICTS, 1971 CENSUS)

AREA REPRESENTS 1000 PUPILS
AREA REPRESENTS 500 PUPILS

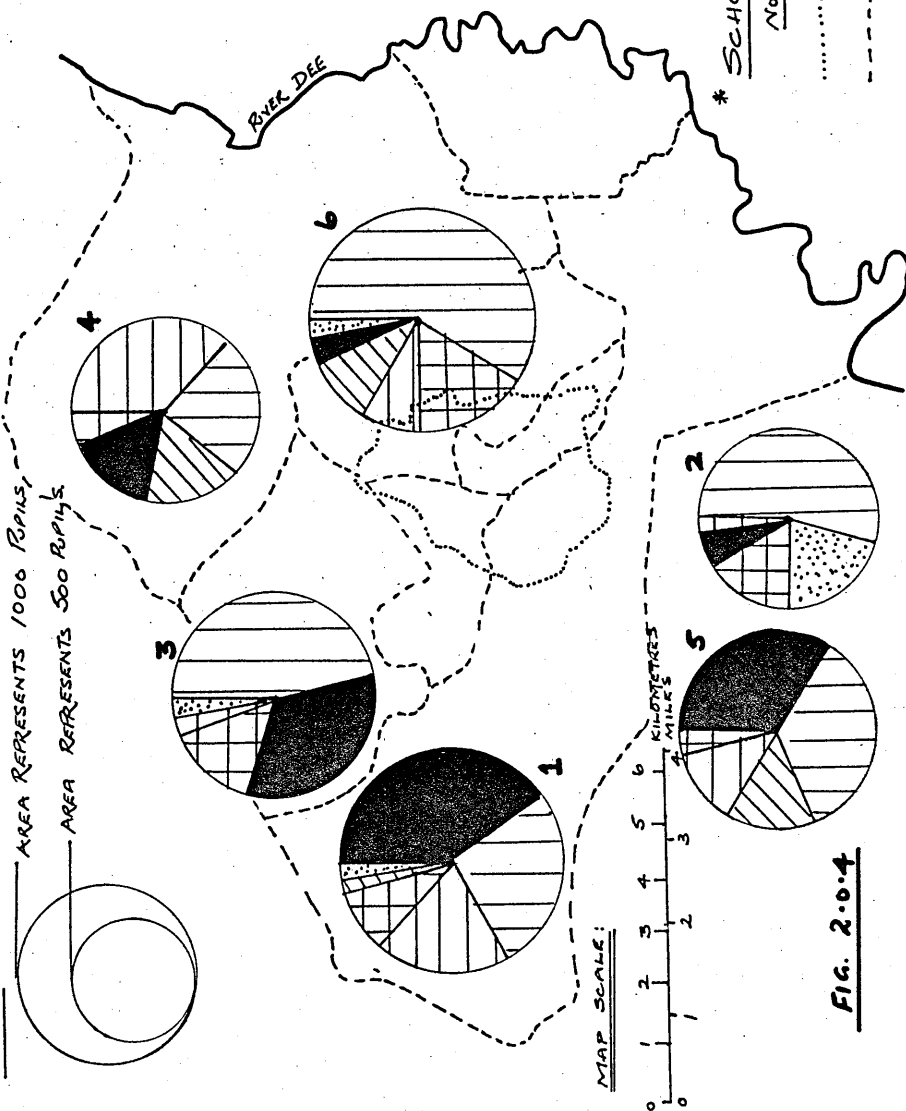


FIG. 2.0.4

INDEX

FAMILY ONE: RURAL AREAS
AREAS OF MIXED CHARACTER

FAMILY TWO: AREAS OF ESTABLISHED HIGH STATUS & ELDERLY POPULATION.

FAMILY THREE: NEW OWNER OCCUPIER ESTATES: HIGH STATUS.

FAMILY FOUR: AREAS OF OLDER TERRACED HOUSING & ELDERLY POPULATION

FAMILY FIVE: AREAS OF EXTENSIVE PUBLIC HOUSING

FAMILY SIX: AREAS OF EXTENSIVE PUBLIC HOUSING & ACUTE SOCIAL STRESS.

(OTHER FAMILIES: NOT REPRESENTED)

* SCHOOL 7: SECTERIAN: ROMAN CATHOLIC
NO DESIGNATED CATCHMENT AREA.

..... URBAN BOUNDARY

--- SCHOOL CATCHMENT BOUNDARIES.

FIG. 2.0.4

TABLE: 2.0.3 NATIONAL CLASSIFICATION OF ENUMERATION DISTRICTS

WREXHAM MAELOR. BASED ON 1971 CENSUS RETURNS

see Webber R. & Craig J.(1976)

SCHOOLS	ENUMERATION FAMILIES (PERCENTAGES)							
	1	2	3	4	5	6	7	8
1	20	2	10	42	24	2	0	0
2	4	0	12	8	56	20	0	0
3	2	0	11	40	45	2	0	0
4	38	17	28	44	25	0	0	0
5	10	20	14	33	33	0	0	0
6	9.5	9.5	19	3	56	3	0	0
7		NO	INFORMATION					

KEY:

FAMILY ONE : RURAL AREAS AND AREAS OF MIXED CHARACTER.

FAMILY TWO : AREAS OF ESTABLISHED HIGH STATUS AND
ELDERLY POPULATION.

FAMILY THREE : NEW OWNER OCCUPIER ESTATES. HIGH STATUS.

FAMILY FOUR : OLDER TERRACED HOUSING AND ELDERLY
POPULATION.

FAMILY FIVE : AREAS OF EXTENSIVE PUBLIC HOUSING.

FAMILY SIX : AREAS OF EXTENSIVE PUBLIC HOUSING AND
ACUTE SOCIAL STRESS.

FAMILY SEVEN AND EIGHT: NOT INCLUDED.

The map, FIG. 2.0.4 shows the spatial distribution of these variables and reveals the following pattern;

- 1) Two schools (1 and 4) possess a marked RURAL element,
> 20% in FAMILY ONE.
- 2) Schools 4 and 5 are served by > 15% in HIGH STATUS
HOUSING, while this element is poorly represented in
other catchments, especially 1, 2 and 3 (< 2%).

- 3) The proportion of NEW OWNER OCCUPIER ESTATES is fairly evenly distributed, with an optimum frequency in School 4 (28%); no school has less than 10% in this category.
- 4) TERRACED HOUSING, achieves optimum frequency in those catchment areas lying,
 - a) within the inner urban zone (Schools 1 and 5)
 - b) in the outer ring of mining villages to the west of Wrexham, sending pupils to School 3.
- 5) PUBLIC SECTOR HOUSING. Proportions are variable. However, three schools 2, 3 and 6 have >40% in this category (in the case of School 6, much of it is 'Economic rent', rather than the 'Subsidised rent' variety).
- 6) Only School 2 possesses a substantial representation of Family 6, indicating severe overcrowding and social stress within the Public Sector.

II. The SOCIO-ECONOMIC ANALYSIS is based upon a ten-per cent Head of Household sample, extrapolated from the 1971 Census, Small Area Statistics. Once again the economic diversity of the student contributory zone is clearly exemplified by the tabular and map data, see TABLE 2.0.5 (a), and MAP, FIG. 2.0.6.

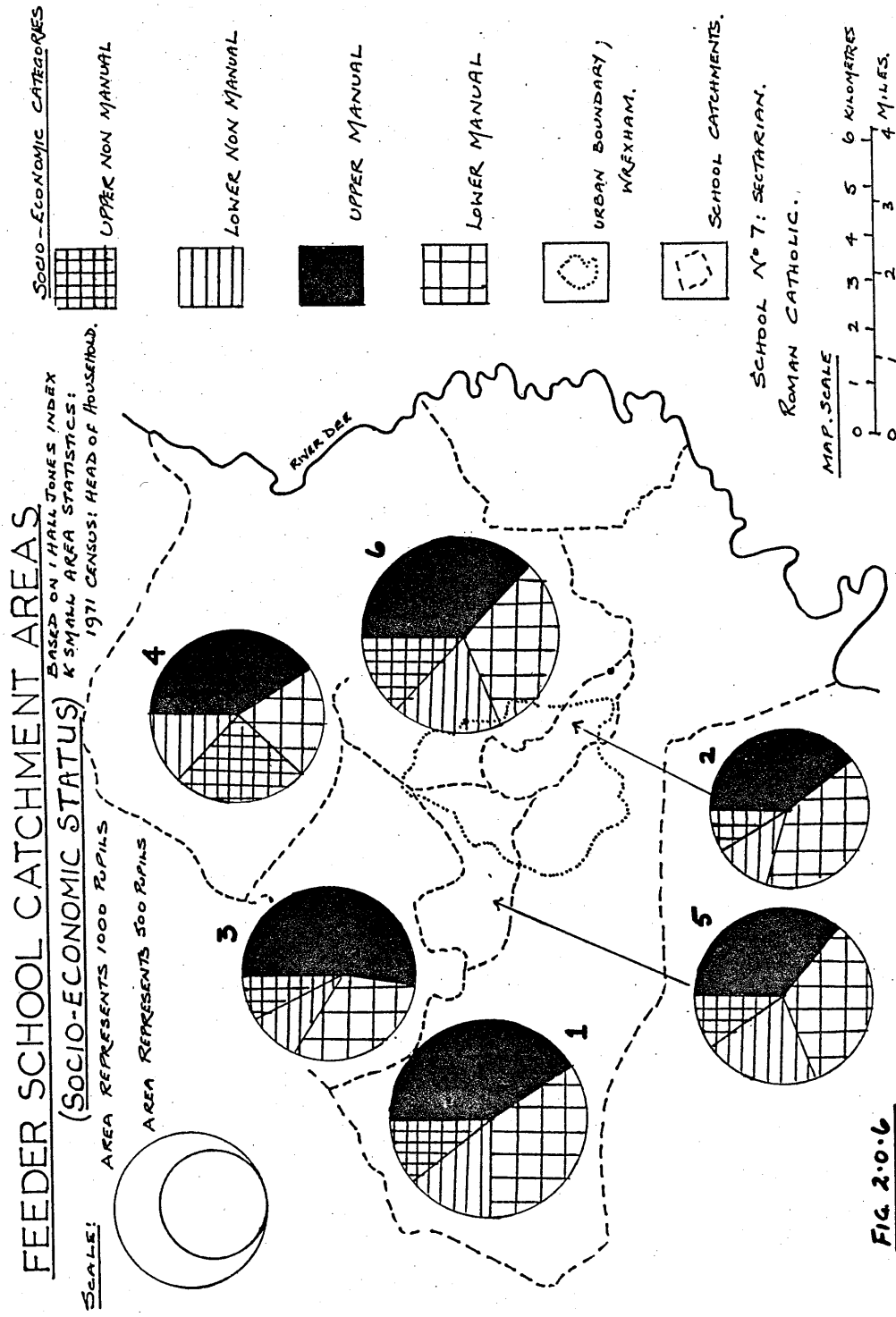


FIG 2.0.6

TABLE 2.0.5 (a) SOCIO-ECONOMIC STATUS: CATCHMENT AREAS.
CONTRIBUTORY SCHOOLS
 (BASED ON 10% SAMPLE. 1971 CENSUS)

SCHOOL	% NON MANUAL			% MANUAL		
	UPPER	LOWER	TOTAL	UPPER	LOWER	TOTAL
1	12	13	25	42	33	75
2	9	13	22	37	41	78
3	7	12	19	49	32	81
4	20	17	37	39	24	63
5	14	21	35	33	32	65
6	13	20	33	38	29	67

In terms of non-manual employment, a 30% figure subdivides the catchment areas into TWO types.

GROUP 1: >30%. Schools 4, 5 and 6.

GROUP 2: <30%. Schools 1, 2 and 3.

There was considerably less variation in the MANUAL category e.g. the total percentage in every school is greater than 60%. It is still possible to recognise three-separate school groups based on this employment index. (see Fig. 2.0.5(b)).

FIG. 2.0.5(b) SOCIO-ECONOMIC STATUS : MANUAL CATEGORY

50- CLASS	CLASS INTERVALS (%)	SCHOOLS
MANUAL	> 80%	3
	71 - 80%	1, 2
	61 - 70%	4,5,6

Note that the proportion of Heads of Household in the LOWER MANUAL element varies from a maximum of 41%(2) to 24%(4)., see Table 2.0.5 (a)

Both data sources reveal a marked variation in the social and economic nature of those school catchment zones which provide the Sixth Form College student intake. The overall low status of certain schools, notably 2 and 3, contrasts with the greater affluence and higher status of those areas serving schools 4 and 5, while 1 and 6 possess a balance of residential and social ingredients. Therefore, the domiciliary background of the selected student cohort is highly variable and might affect their attitude and perception processes.

After re-organisation (1972), the initial student intake was dominated by individuals from the Grammar school sector. Most possessed a minimum of five Ordinary Level pass grades and wished to pursue a two year Advanced Level course in at least one subject or, were deemed to have, 'the ability to benefit from a purely Academic course.' (see College Prospectus, 1974). Table 2.0.7.

TABLE 2.0.7. ENTRY QUALIFICATIONS : 1973 INTAKE

* ORDINARY LEVEL : GRADES A, B, C.

C.S.E. : GRADE 1.

NUMBER OF ORDINARY LEVEL SUBJECTS *	BOYS	GIRLS	TOTAL	%
5	73	84	157	78.5
4	12	14	26	13
3	8	5	13	6.5
2	4	0	4	2
TOTALS	97	103	200	100

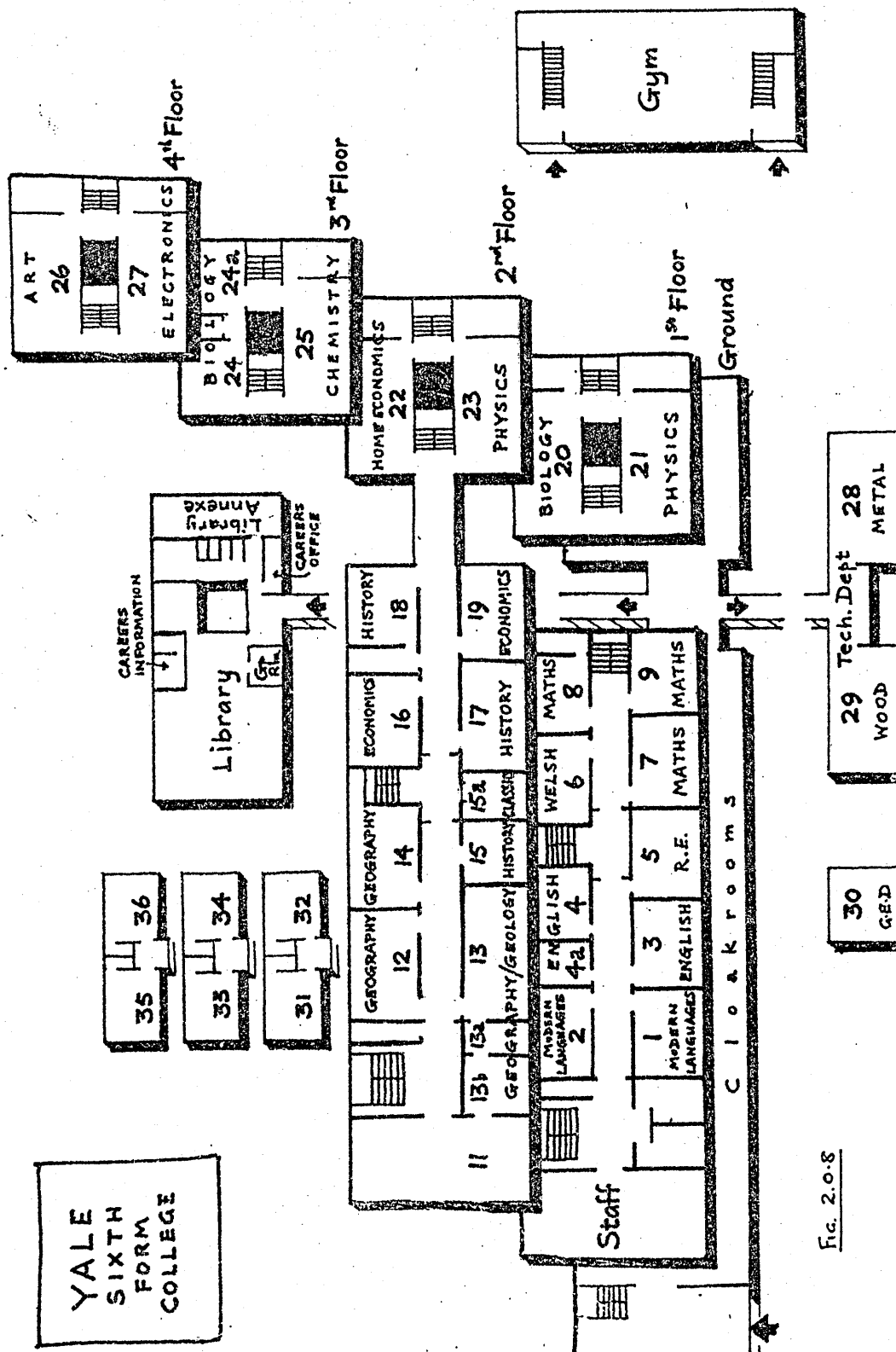
Other students in the relevant age group who wished to repeat their Ordinary level courses registered at the adjacent Further Education College; although consideration was given to students thought capable of achieving the entry qualifications during their first year at the College.

Gradually, entry requirements have been relaxed and theoretically only the lack of space now prevents the College from accepting all students who apply for registration. In practice, the emphasis upon academic courses and the lack of vocational training opportunities, acts as a deterrent to many prospective candidates.

The College premises were originally designed to house a selective co-educational secondary school of 540 students (11-18). It consists of a three-storey Main building linked by corridors at each level to a four-storey tower block, housing the major Science departments as well as Art and Home Economics rooms. see FIG. 2.0.8. Practical workshops, Library and Gymnasium are housed in separate buildings, while additional class-contact space is provided by temporary huts.

In the early years, teaching space was more or less adequate for a total population fluctuating between 350-400. However, it has never accurately reflected the needs of a specialised Sixth Form institution; many rooms are too large for the size of lecture groups, while there is a lack of space for tutorials and practical work.

Similarly, room for extra-curricula activities is



extremely limited. The former School Hall performs a three-fold function as Student Common Room, Dining Room and Assembly Hall for all College functions. Overcrowding has been magnified by the virtual 50% increase in size to 584 students in May 1981. See TABLE 2.0.9(a) GRAPH 2.0.9(b), and there is considerable congestion especially during the mid-morning recess and lunch hour.

TABLE 2.0.9(a) COMPARISON OF LOWER SIXTH INTAKES
YALE SIXTH FORM COLLEGE 1972-81

FEEDER SCHOOL (CODE INDEX)	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
YALE HIGH	23	0	0	0	0	0	0	0	0	0
1	2	7	11	0	5	29	35	52	52	46
2	68	84	97	97	72	24	23	14	17	11
3	0	1	1	3	5	19	10	19	26	22
4	1	1	3	1	2	37	36	35	36	42
5	83	84	75	96	79	37	41	40	42	39
6	1	2	2	9	13	71	73	61	88	78
7	0	1	0	4	3	22	21	17	30	35
Others	21	37	12	7	18	20	29	19	21	14
Total	199	217	200	217	197	259	268	257	312	287

During the two-year period covered by the study (1979-81), the primary function of the College was, 'the provision of courses of an Advanced nature, beyond Ordinary and Certificate of Secondary Education level, leading to institutions of Higher Education or professions demanding equivalent qualifications.' (see College Prospectus, 1979 page 2).

Advanced Level subjects (25) are offered in four blocks from which students may select up to three subjects from separate blocks (see TABLE 2.1.0)

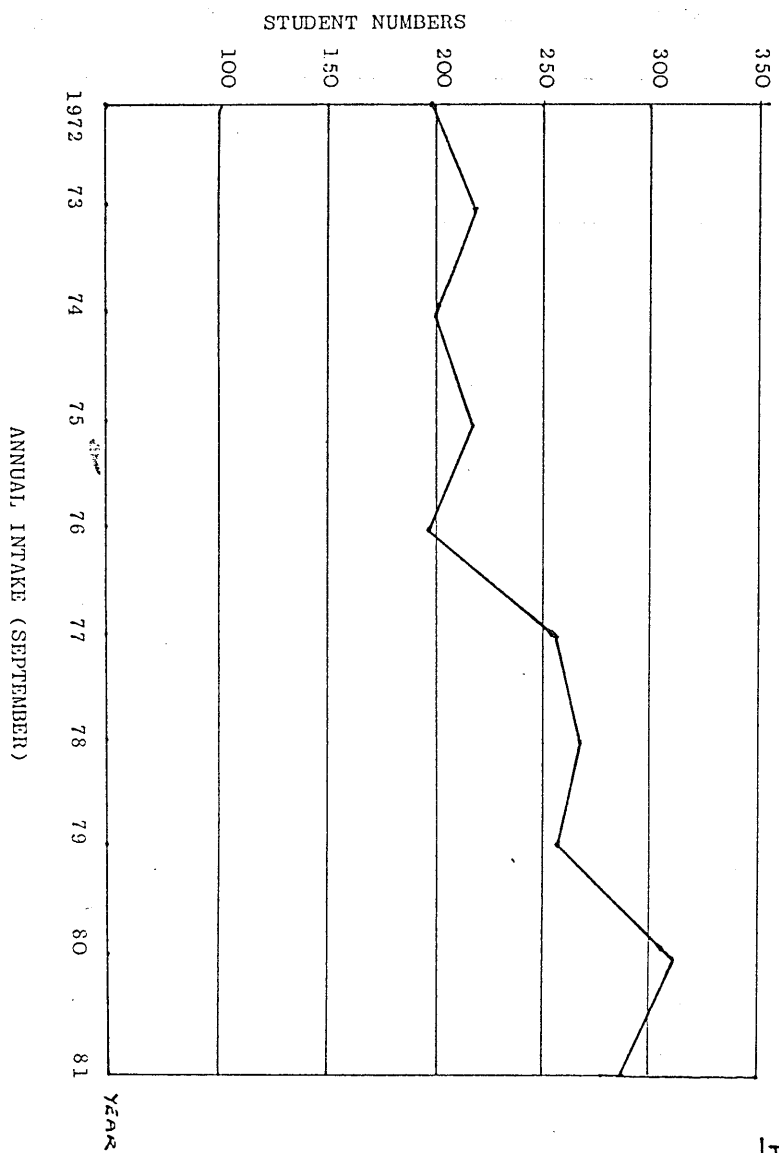
STUDENT INTAKE- YALE COLLEGE 1972-81FIG. 2.0.9(b)

TABLE 2.1.0 ACADEMIC SUBJECT BLOCKS (1979-80 SESSION)

<u>BLOCK A</u>	<u>BLOCK B</u>	<u>BLOCK C</u>	<u>BLOCK D</u>
CHEMISTRY	APPLIED MATHS.	ART	BIOLOGY
ECONOMICS	ENGLISH	BIOLOGY	DESIGN, CRAFT TECHNOLOGY
ENGLISH	ENGINEERING	CHEMISTRY	ECONOMICS
	DRAWING		
FRENCH	GEOGRAPHY	COMPUTER SCIENCE	ENGLISH
GEOLOGY	GERMAN	ENGLISH	ANCIENT HISTORY
PURE MATHS.	HISTORY (MODERN)	GEOGRAPHY	HISTORY (TUDOR & STUART)
PHYSICAL EDUCATION	HOME ECONOMICS	HISTORY (MODERN)	MATHS (P. & A)
PHYSICS	MUSIC	LATIN	MATHS (P. & S)
SOCIOLOGY	PHYSICS	MATHS (P. & A)	PHYSICS
	SECRETARIAL	MATHS (P. & S)	WELSH
	STUDIES	SCRIPTURE	
	ELECTRONIC		
	SYSTEMS		

Certain subjects, notably Sociology, Secretarial Studies, Electronic Systems, Computer Science and Music, are offered on a 'link' basis with the nearby Aston College (N.E.W.I.H.E.).

In a 40 period week, all Advanced level subjects have a minimum of eight 40 minute timetable periods, with an extra period for all subjects possessing a practical examination component. Tutorials are widely employed in individual subjects, especially during the second year.

Timetable provision is also made for candidates to pursue resit or conversion Ordinary level courses. Each subject is allocated 3 - 4 periods per week. Some timetable clashes occur and 'resit' classes take priority up until the November examinations.

Research commencement (1979), coincided with the first full scale intake of 'New Sixth' students, geared exclusively to an Ordinary level curriculum covering 5 or 6 subjects, and plans exist to introduce Pre-Vocational courses in the future programme.

Student progress is measured in two ways:

- 1) HALF TERM ASSESSMENTS, based upon continuous monitoring of progress during the term in tests and homework.
- 2) FORMAL EXAMINATIONS:
 - a) Two during the Sixth Year (Lower Sixth) in
 - (i) Christmas (ii) Summer, terms.
 - b) Full scale, PRELIMINARY (MOCK) A LEVEL examinations in the Lent term during the Seventh Year (Upper Sixth).

In addition to the academic examination based subjects, all first year students follow a compulsory COMPLEMENTARY STUDIES programme, consisting of;

- 1) ACTIVITIES: WEDNESDAY AFTERNOONS 2.50 - 4.00 p.m.
 - a) SPORTING: e.g. Soccer, Rugby, Netball, Tennis, Golf, Swimming, Squash.
 - b) RECREATIONAL: includes a wide range of options e.g. Art Appreciation, Creative Writing, First Aid, Motor Cycle Proficiency and Music Workshop.

(A specimen of the programme for the Summer Term, 1981 is included in the Appendix, A9).

- 2) COMMON GROUND: Either WEDNESDAY 2.10 - 2.50 p.m. or THURSDAY 9.50 - 10.35 a.m.

Courses are operated on either a TERM or SESSION basis and their aim is to achieve a 'balanced curriculum, providing courses un-related to subject specialism, yet of intrinsic value in the personal development of adolescents, as well as stimulating interest and enquiry'. (see College Prospectus, 1979, p.10).

In addition to the compulsory subject lectures, tutorials and complementary studies timetable, students in the Lower Sixth are required to attend Private Study classes during the first two and last two periods each day (if free) to develop the work ethic and independent study skills.

Owing to the narrow age band of Yale students (many achieve adult status in their 2nd year), discipline is as relaxed as possible within the limits imposed by Secondary school regulations. Rules are minimal and self-discipline is encouraged.

Registration is compulsory twice daily, at 9.00 a.m. and 1.30 p.m., prior to the morning and afternoon sessions. Registration Tutors remain with the group during their entire stay in the College. Daily class registers are maintained to monitor absence and any unexplained internal truancy is reported direct to the Principal via the Administrative Office. Any student leaving the College premises during school hours must report to the General Office, so that up to date lists are available in the event of an emergency.

There is no school uniform, but students are required to dress in an appropriate manner; the College reserves the right to object to any items of clothing considered unsuitable.

The unique character of a Sixth Form College provides a greater degree of freedom than normally experienced by young people in the school situation. It provides every opportunity for students to develop their abilities and

aptitudes, in addition to acquiring some experience of running their own affairs.

Management of student affairs is undertaken by a democratically elected STUDENTS COUNCIL. It holds regular weekly meetings supervised by a Staff Warden, who was specifically appointed to fulfil the liason role. Group representatives report back to their fellow students during an extended Registration period on Thursday mornings.

The Council works within the framework of a written constitution and its main functions can be summarised as:

- 1) To promote the general welfare of students and encourage co-operation for Social, Educational, Cultural and Athletic activities.
- 2) To provide a channel for communication and consultation with the Principal and staff.
- 3) To support and encourage Community Service work.
- 4) To establish and administer a FUND (revenue is obtained from student affiliation fees and fund raising events).
5. To establish a Social Committee and to assist in the organisation of Refreshment facilities in the Common Room.
6. To support and encourage all recognised Clubs and Societies within the College.

The Students Council plays a major role in the education process, by enabling students to experience at first hand the process and consequences of decision making, organisation and responsibility.

Foremost among the extra-curricular activities

organised by the Council, is the COMMUNITY SERVICE VOLUNTEER (C.S.V.) programme. Pensioners, handicapped children, the Blind and local hospitals, are among the groups which benefit from their efforts.

The Academic STAFFING is organised on a hierarchical model, within a Faculty and Subject structure.

The present Principal was appointed in 1973, on the retirement of the first holder of that post (the former headmaster of Yale High School). During re-organisation in 1972, most of the original staff were appointed from Senior posts in the existing Grammar schools. see Table 2.1.1.

TABLE 2.1.1. 1972 STAFF APPOINTMENTS: BY SOURCE

STAFF POSITION	GROVE PARK GRAMMAR SCHOOLS		YALE HIGH SCHOOL	OTHERS
	BOYS	GIRLS		
PRINCIPAL			1	
VICE-PRINCIPAL	1		1	
HEAD OF DEPARTMENT	4	3		
LECTURER IN CHARGE	5	7		
LECTURER	2	1	8	3
TOTALS	12	11	10	3

An increase in student numbers over the past 8/9 years has resulted in a corresponding increase in staff (to maintain the staff-student ratio at approximately 12 : 1).

In 1980/81 the number of staff was 51, while inevitable changes in composition have occurred due to mobility and retirement. see FIG. 2.1.2.

TABLE 2.1.2. STAFF COMPOSITION : 1980-81 SESSION

STAFF POSITION	(BURNHAM) SALARY SCALES	NUMBER
PRINCIPAL	HEADMASTER (GROUP 11)	1
VICE-PRINCIPAL	DEPUTY HEAD (" ")	3
SENIOR TUTOR	SENIOR TEACHER	4
HEAD OF DEPARTMENT	SCALE 4	6
LECTURER IN CHARGE	SCALE 3	8
LECTURER	SCALE 1, 2, 3	29
TOTAL		51

The nature of Staffing Structure and responsibilities can be ascertained from FIG. 2.1.3.

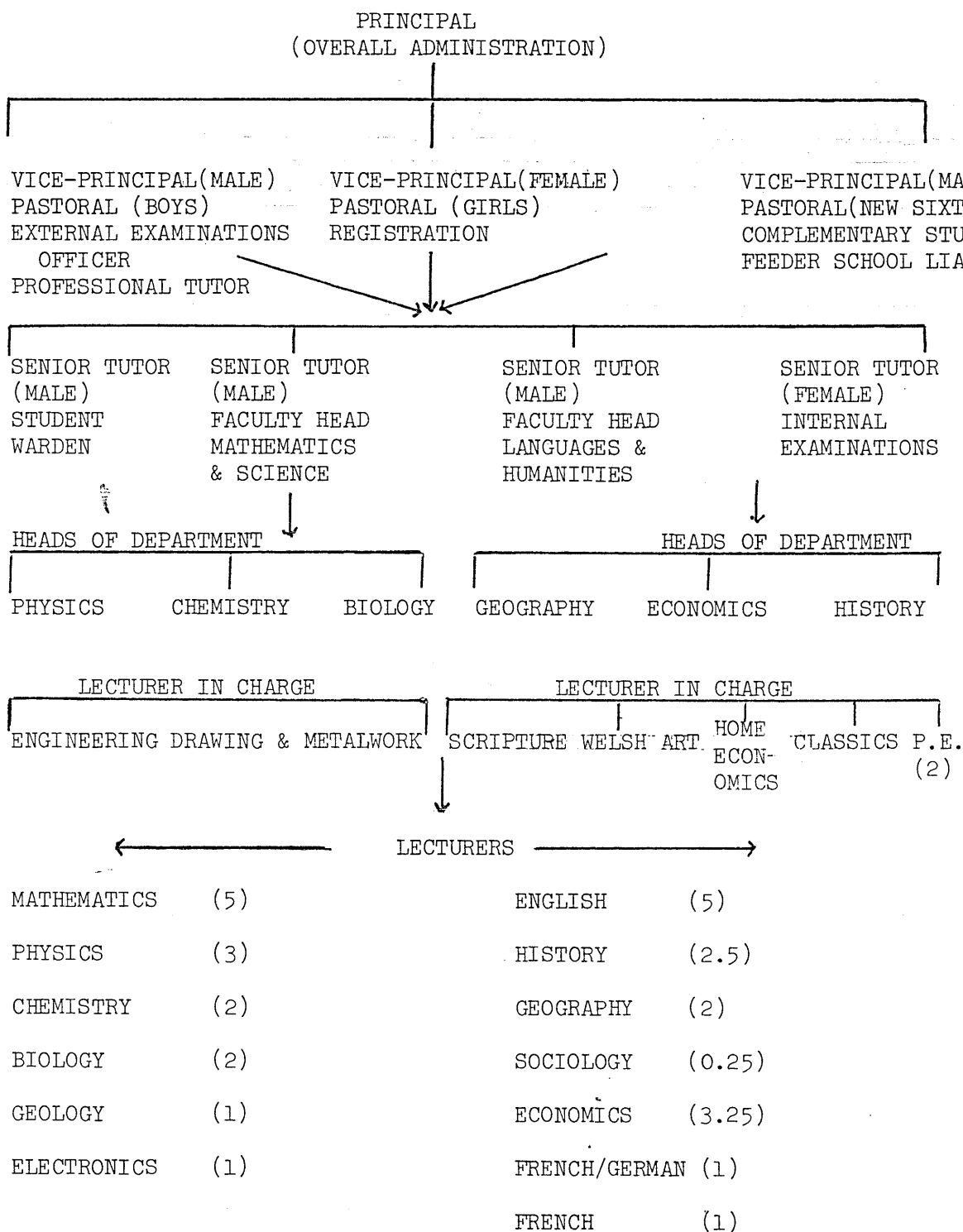
Pastoral responsibilities are built into the staffing structure. Each student is assigned a Personal Tutor who is responsible for every aspect of his/her guidance.

Since the pastoral group is normally derived from the Tutors' lecture classes, daily contact is ensured. Also, a specific period is allocated each week for group or individual meetings. The Personal Tutors submit regular reports to the Vice-Principal, while parents are kept 'informed', through a series of meetings held each session, usually immediately after the internal examinations.

Careers counselling is controlled by the Head of Careers (current holder combines the responsibility with the Head of Classics) and a 'corporate approach' is adopted, with a series of staff volunteers (counsellors) specialising in chosen career areas. see FIG. 2.1.4. A member of the County Careers Advisory Service visits the college each week.

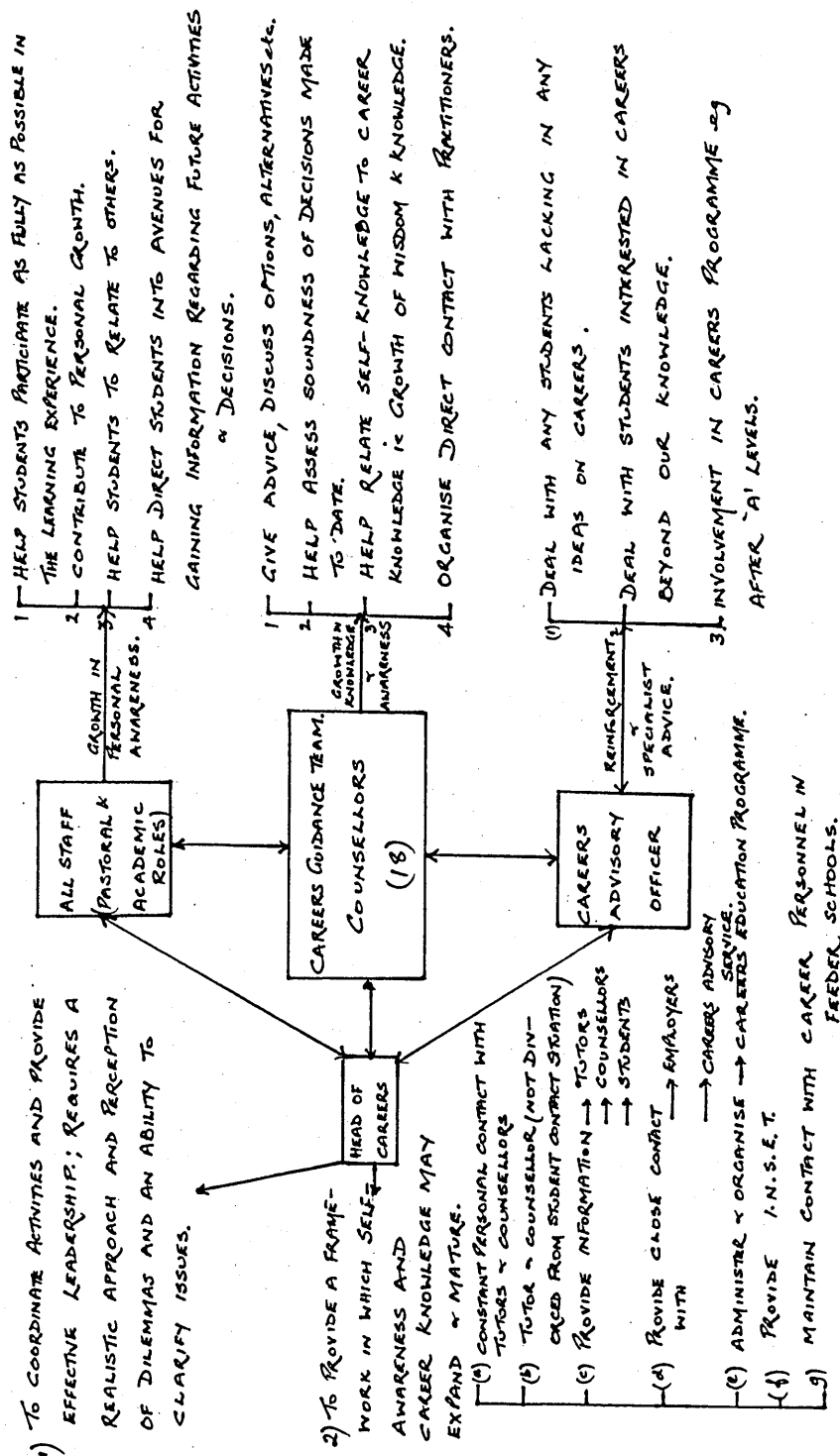
The careers programme is a continuous process, but the formal induction phase is concentrated during the sixth

FIG. 2.1.3. STAFFING STRUCTURE 1980-81 SESSION



CAREERS EDUCATION AND GUIDANCE - YALE MODEL

STAFF-FUNCTION - 'A CORPORATE APPROACH' F.I.C. 2.1.1.4.



. year (Lower Sixth) and includes lectures, films, visits to Higher Education conferences and regular visits from outside speakers during the lunch hour in January and February. A Careers Library is housed in the main library block and contains a wide range of reference literature.

Ancillary services within the college are supervised by an Administrative Officer, working in liaison with the General Office and the Caretaker and his staff. Other full time staff include a Librarian, one Laboratory Technician and three clerical assistants, who do most of the typing and reprographic work.

PART B : THE STUDENT SAMPLE

Research timing dictated sample choice. The chosen intake (September 1979), consisted of 257 individuals made up of 189 Girls (54.1%) and 118 Boys (45.9%). With the exception of 19 students (13 Girls and 6 Boys) they all came from the seven contributory Feeder schools. These individuals form the POPULATION, and detailed information regarding its Social and Academic composition is provided, while every effort is made to compare this set with previous entry groups.

The selected student cohort is typical of groups entering the College in the triennial period (1977-79). Between 1972-77 most Sixth Formers come from the Grammar School streams retained in Schools 2 and 5 and represent an atypical induction phase. see TABLE 2.0.9(a).

Since the arrival of the first fully comprehensive intake in 1977, there has been little change in the rank and order of Feeder schools, based on their annual contribution

of Sixth formers. In 1979 numbers varied from a maximum 61 (School 6), to 14 (School 2), compared with 71 and 24 respectively in 1977.

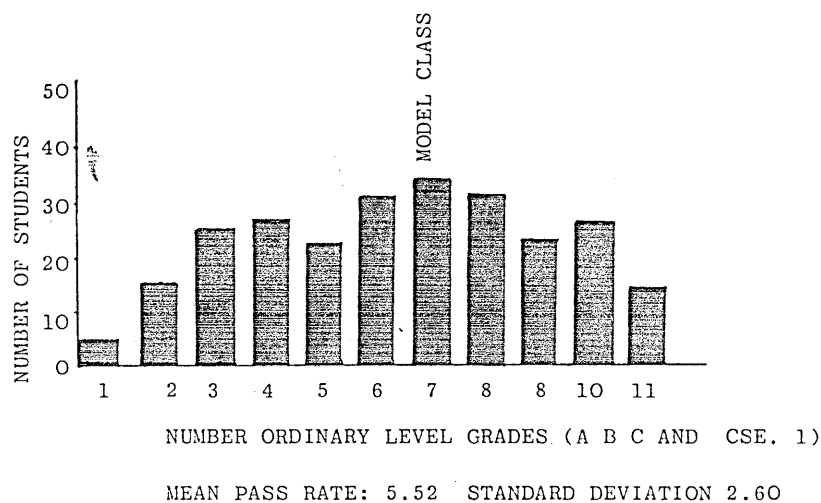
Entry standards, measured by Ordinary Level (Grades A, B, C) and C.S.E. (Grade 1) were very similar during these years (see FIGS. 2.1.5 and 2.1.6). The success rate on entry varied only minimally from \bar{x} , 5.47 passes (1977) to \bar{x} , 6.14 (1978), with the 1979 population lying midway at \bar{x} , 5.52.

A few weeks after their arrival (October 1979), 240 individuals, consisting of 132 Girls (55%) and 108 Boys (45%) agreed to take part in the research project. The loss of 17 students was due to either prolonged absenteeism or a refusal to co-operate on the grounds of 'invasion of personal privacy.' The sexual stratification of this large sample was virtually identical with that of the population and this small reduction has not seriously distorted the research framework.

As previously shown, (Chapter 2, Section A) the College catchment zone exhibits a varied linguistic, cultural and economic heritage. Each Feeder School reflects its environment, producing a heterogenous student population.

However, the Socio-Economic composition of the study sample was not fully representative of the area where students lived (see FIGS. 2.1.7 and 2.1.8). Information on parental occupations from student record cards, revealed an abnormally high proportion employed in the NON-MANUAL sector (50% cf. with 26% in the school analysis). Conversely, the LOWER MANUAL sector was under represented (12% cf. with

Fig. 2.1.5.

A) ORDINARY LEVEL QUALIFICATIONS - STUDY GROUPON ENTRY - SEPTEMBER 1979B) ORDINARY LEVEL QUALIFICATIONS (1979 INTAKE) Fig. 2.1.6(COMPARED WITH 1977-78 ENTRANTS)

\bar{X} = 1977 - 5.47% 4 < PASSES 1977 - 79.5%
 1978 - 6.14% 1978 - 83.5%
 1979 - 5.52% 1979 - 72.8%

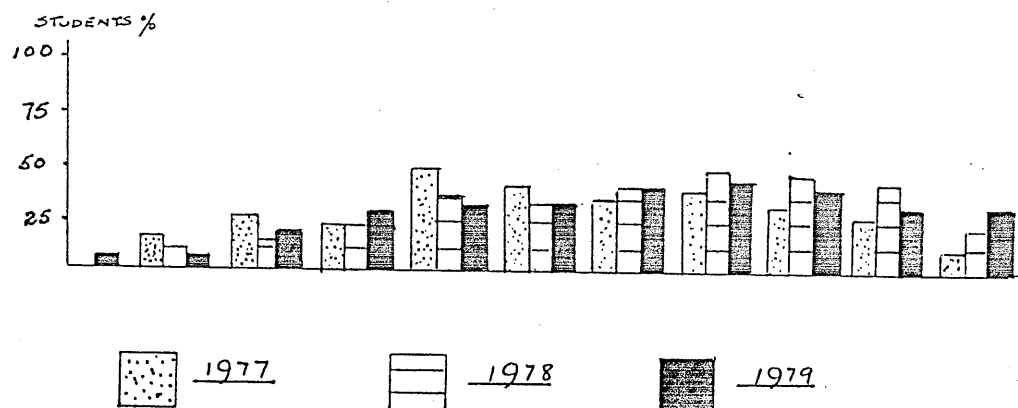


Fig. 2.1.7

11-16 Feeder School Derivation/Sample 240 (1979)

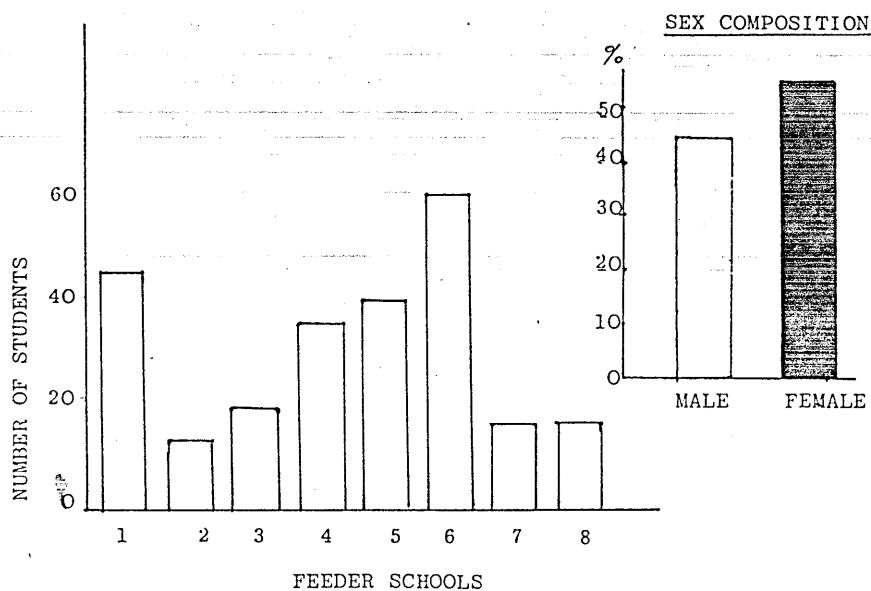
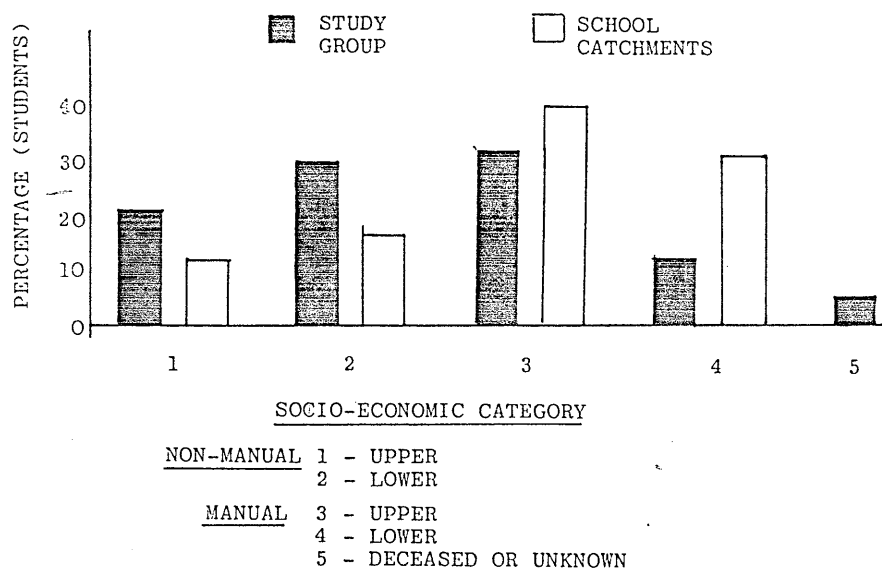


Fig. 2.1.8

Comparison Socio-Economic Status -
School Catchment Area - 1979 Yale Intake

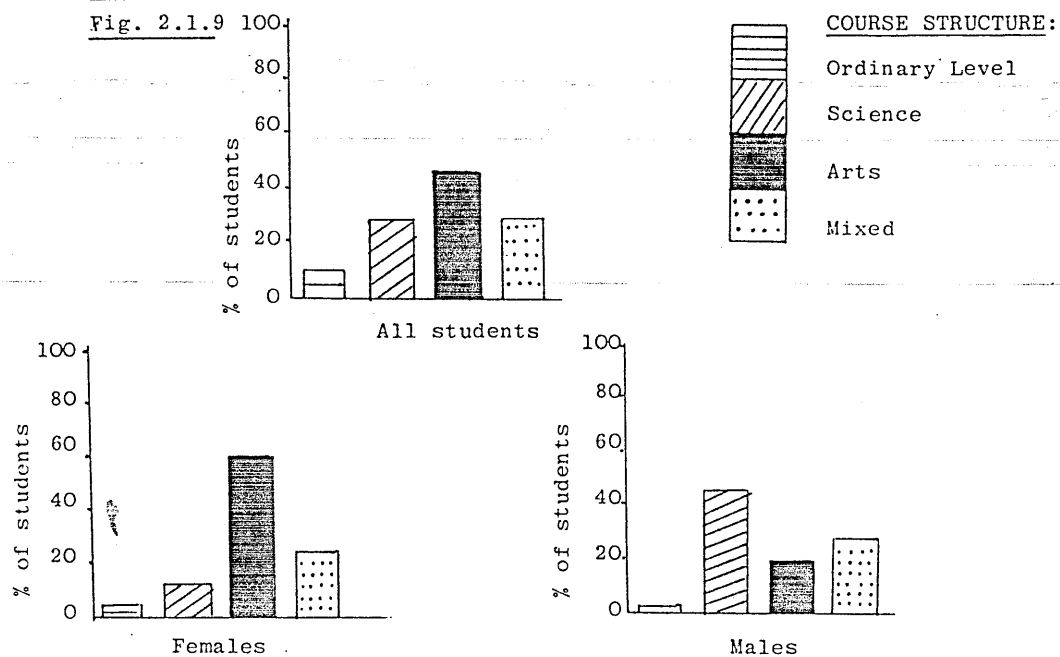
32%), but all available evidence suggests that the pattern was not unique to this entry cohort.

Start of this study (1979), coincided with the creation of a specific one year resit/conversion Ordinary level course, and 12 individuals (4%), of the sample occupied this category. This policy has since been consolidated and numbers have increased substantially e.g. (1980/1 - 33 students, 1981/82 - 57, 1983/83 - 63). In this sense, the study group pioneered a new phase of 16-19 educational philosophy in the college, although the numbers involved at this early stage were very small.

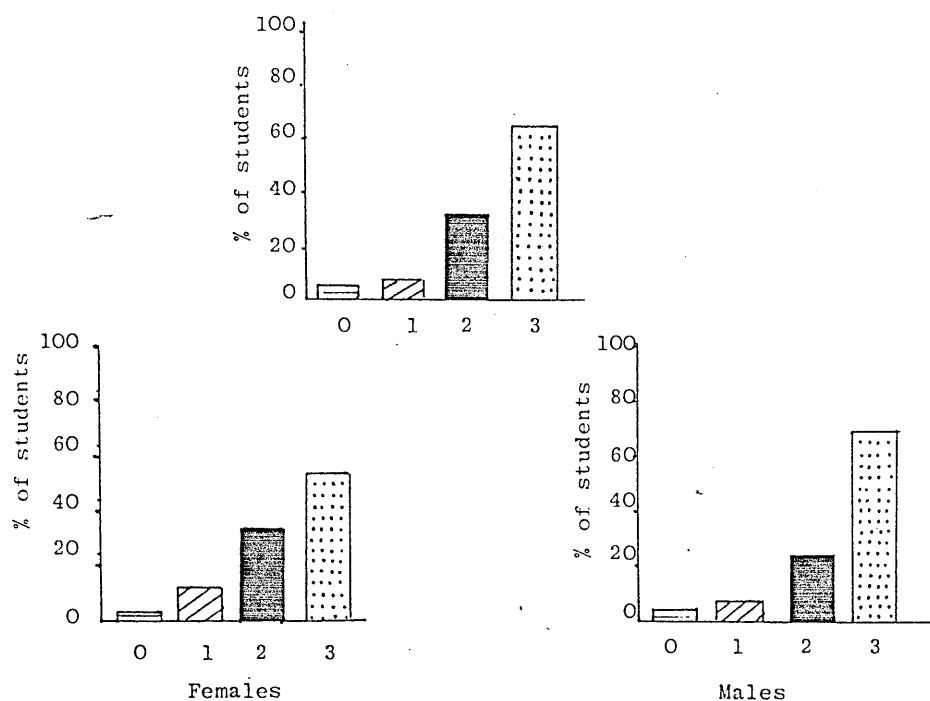
The remainder were engaged primarily upon Advanced level timetables, covering 1 - 3 subjects, plus a minority of O level repeats. All administrative organisation was based upon these curriculum components and students placed into a number of Arts, Science, Mixed groups for daily registration purposes. (The Ordinary Level students were scattered among these groups to facilitate integration). Reference to the appropriate histograms (FIGS. 2.1.9, 2.2.0, 2.2.1) will provide details of course patterns and pastoral groupings (details refer to January 1980, when all options had been fully settled).

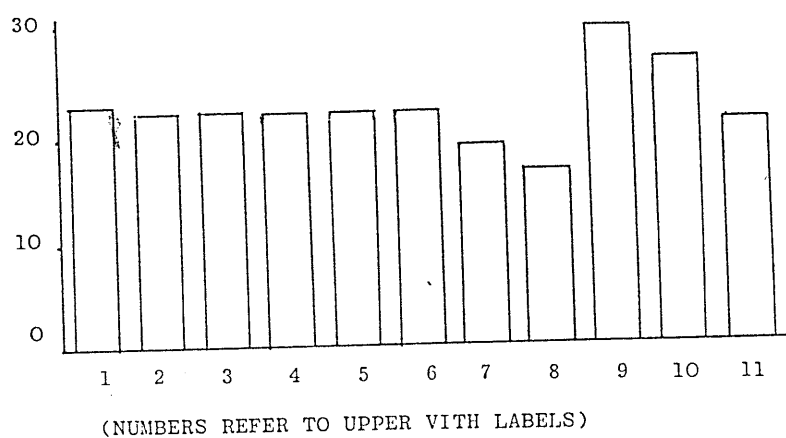
Owing to staffing decisions made by the Local Education Authority in 1972, certain courses are offered on a link basis with North East Wales Institute of Higher Education (Aston College). Therefore, the 21% of the sample following these courses were following an established precedent. (see FIG. 2.2.2).

STUDY SAMPLE ACADEMIC COURSES (1979-81)
 1. ACADEMIC COURSE PATTERN (Ordinary and Advanced Level)



2. ADVANCED LEVEL SUBJECTS (0 -3) Fig. 2.2.0



REGISTRATION GROUPS (1979-81)Fig. 2.2.1FIG. 2.2.2

Students Pursuing Link Courses
North-East Wales Institute Higher Education
(Aston College)

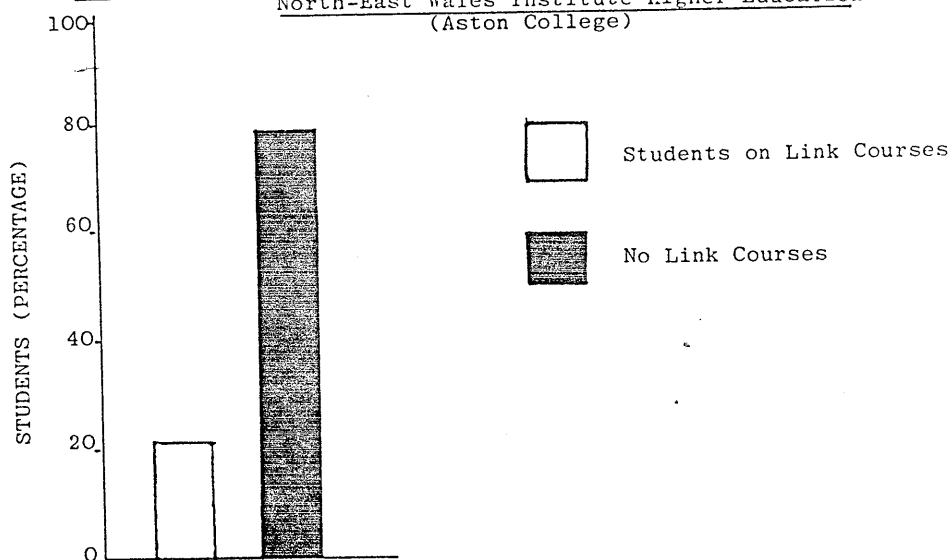
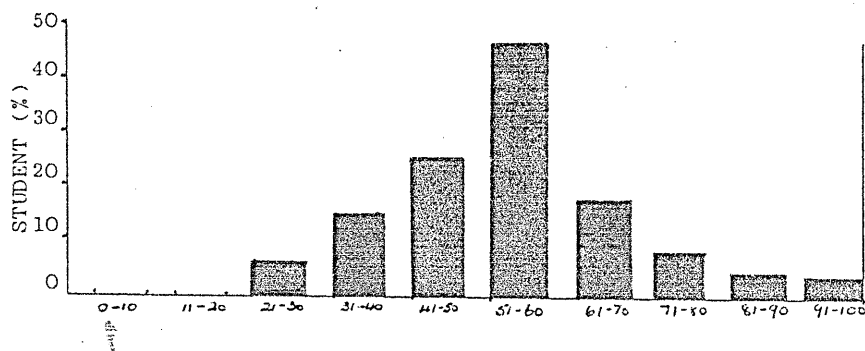
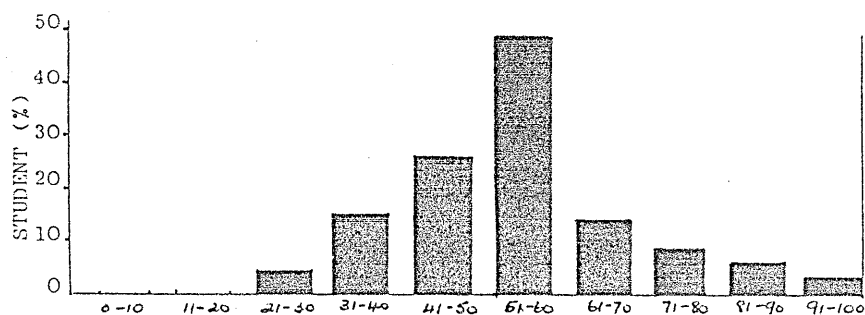
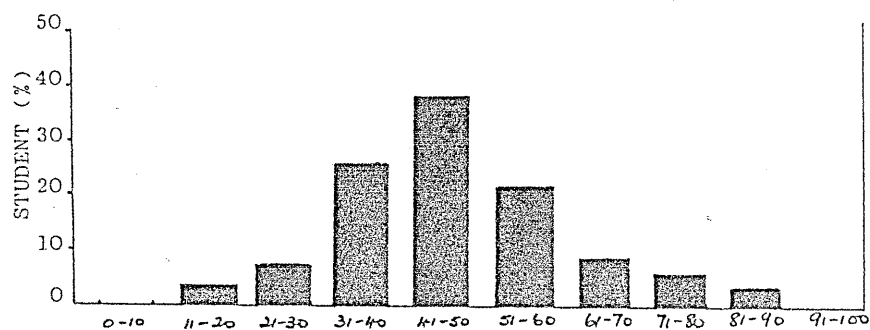


Fig. 2.2.3

INTERNAL STUDENT ASSESSMENTLower Sixth ExaminationsChristmas 1979June 1980EXAMINATION MARKS (CLASS - INTERVALS)Preliminary Advanced Level March 1981EXAMINATION MARKS (CLASS - INTERVALS)

academically similar to its recent predecessors and external peer groups; a typical year group in every respect.

Prior to the final attitude assessment tests in April 1981, the cohort was reduced by the premature departure of 35 students.

1979-80 session : 21 students left the College

1980-81 session : 14 students left the College.

Of the remainder, 13 were advised to repeat their first year course, while 192 proceeded into the Upper Sixth. Therefore, the potential number of students available in College for the second test was 205. Actually, the final number of essays submitted was 217 (this included returns from 12 late leavers who responded to a written request for help in completing the project).

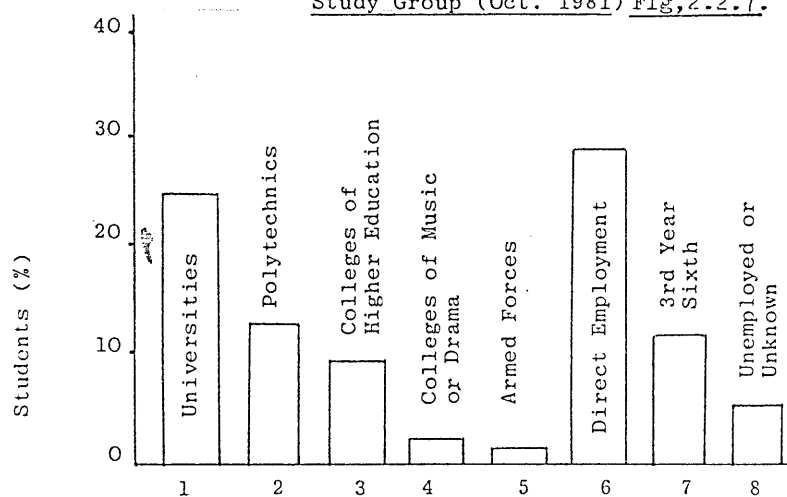
This unavoidable leakage of students had no significant effect upon the consistency of sample composition. Analysis of those students who departed from College during the 1979-81 session (21) revealed that their original attitude scores (Test 1) were generally consistent with those of the overall sample. see TABLE 2.2.6. Therefore, this loss had not denuded any particular section of the initial student attitude spectrum.

TABLE 2.2.6 COMPARISON OF STUDY SAMPLE AND 1979-80 LEAVERS

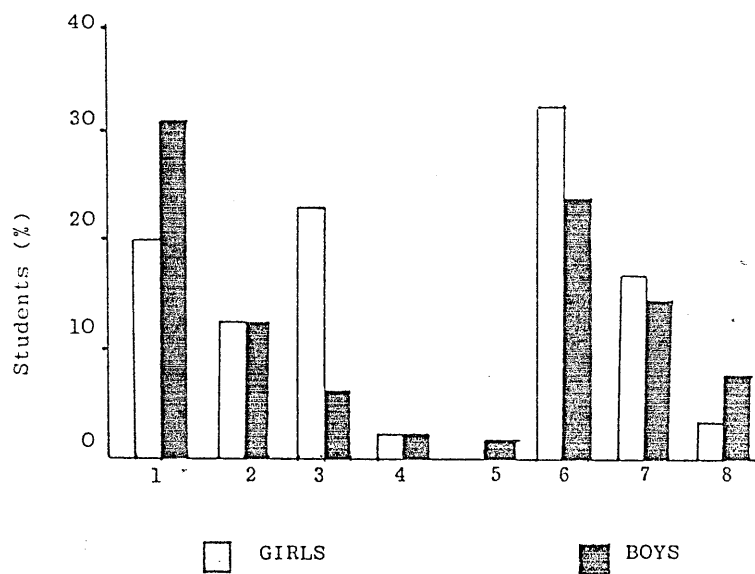
GROUP	NUMBER	ORDINARY LEVELS (\bar{x})	ADVANCED LEVEL COURSES%			INTERNAL EXAMS (\bar{x})	ATTITUDE SCORE 1 (\bar{x})
			ARTS	SCIENCE	MIXED		
COLLEGE LEAVERS	240	5.5	42	27	27	53.3	82.6
(GIRLS)	12	4.5	82	-	8	48.6	78.3
LEAVERS (BOYS)	9	3.3	22	42	34	40.3	69.8

Post Yale - Occupation Structure

Study Group (Oct. 1981) Fig. 2.2.7.



Occupational Structure (Male/Female)



After completing their academic courses with varying degrees of success in the external examinations (W.J.E.C.), 166 students left College in July 1981, mostly heading for Higher Education. Details of their proposed destinations can be seen in FIG. 2.2.7. Another 26 individuals returned to Yale for a further year, seeking an improvement in their Advanced level qualifications, while the 13 who repeated their first year reached the Upper Sixth.

This resumé of the research sample has stressed its heterogeneity, and statistical evidence has identified the major group variables in detail.

However, emphasis on numerical coding does not imply defining the 'whole' as being a 'sum of its parts', in the same sense that influences within the group are proportional to their statistical distribution within the student cohort. This would negate the indisputable evidence that minority pressure groups can produce overall effects incommensurate with their size, and therefore contribute disproportionately to the overall attitude pattern.

Conversely, large groups may be passive and play an inconspicuous role in engendering student opinions and actions. Every effort has been made to assess the influence of both 'majority' and 'minority' groups upon attitude creation at every stage.

CHAPTER THREE:A REVIEW OF LITERATURE

The term 'Sixth Form', implies a stage in the educational process, rather than the traditional image of a group pursuing Academic courses. Its members have, 'a widening range of ability and an increased diversity of needs requiring a multiplicity of courses, catering for all needs.' (Schools Council Working Paper, No.5, 1966).

This research focusses on this final two year period of Secondary Education, 'a phase in the continuous process of life long education.' (Peterson quoted Johns, 73, p2). 'The real problem is uncertainty regarding the most suitable environmental setting for this transition, stimulating the School versus College debate.'

PROLOGUE:

Plans for the establishment of separate centres catering for Secondary pupils over the compulsory school leaving age, were first proposed by R.W. King (Chief Education Officer, Croydon) and E.J. Weeks (Chief Inspector of Schools). Their suggestion to establish an experimental Junior College for a five year period, was submitted to Croydon Education Committee in September 1957. After press criticism and the alienation of local Grammar School staff, the plan was eventually rejected.

The first tentative steps in the segregation process, were inaugurated with the creation of separate Sixth Form units at Mexborough Grammar School, West Riding, Yorkshire (1964), and Rosebery Grammar School for Girls, Epsom, Surrey

(1966). Gradually these became a prototype for experiments elsewhere in the country.

Publication of D.E.S. Circular 10/65, requesting submission of plans for Comprehensive re-organisation in the Secondary sector, hastened the advent of true Sixth Form Colleges, separated entirely from their feeder units. Among the many changes initiated by adoption of Comprehensive principles was the creation of small Sixth Form units in all but the largest schools. The I.L.E.A. (Haigh, 73) came to the conclusion that the minimum size for a fully effective, cost efficient teaching group was 5 and the maximum 15. In order to offer 10-12 Advanced Level subjects, a Sixth Form group needs to be not less than 45 students. In 1965, the N.F.E.R. found the mean size of Comprehensive Sixth Forms to be 70. Benn and Simon (70) assessed the figure at 83 and, in later editions, raised the number to 107 (72), an increase of 27.2%.

The re-organisation of Secondary schools, which produced a fragmentation of Sixth Form units, occurred concurrently with a major growth in the percentage of 16 year olds remaining in school e.g. the decade following publication of the Robbins Report (1963) witnessed an increase from 12 to 22%. Provisional evidence on the number of 16+ students in schools during 1981-82 suggests a total of 340,000; about 50,000 more than in 1979-80. (Report, A.M.M.A. 4-9-82).

The County Borough of Luton, established the first, autonomous Sixth Form unit, when in September 1966, the Boys Grammar School was converted into a Mixed College catering

for the 16-19 age group.

Later, new initiatives developed concurrently at Southampton (1967) Rotherham (1967) South East Essex (1967), Scunthorpe (1968), Brockenhurst, Hants (1969) and finally Harrow, where Junior Colleges preceded the establishment of true Sixth Form Colleges in the 70's.

During the early part of that decade, there was a significant growth in the number of these establishments. Between 1967 and 1970, nine Colleges were opened, while the next five years saw 51 more established.

By 1980, the figure had risen to 105, ranging in size from 300-1200 full time students. (Wrexham still being the lone Welsh representative). The Macfarlane Report (1980), placed the mean size at 501 students. During this expansionary phase, the Sixth Form College image has changed, coincident with the the spread of comprehensive ideals. When completed in 1970, the Stoke complex was intended 'specifically for young adults preparing for Universities and Colleges' (Report, A.M.M.A. 5-2-82 p.10). Since then, the 'open-access' policy has gained momentum and from 1972 onwards most Sixth Form colleges developed along these lines.

Exeter Education Committee were responsible for another major 16-19 innovation in 1970, when the function of the existing Technical College were merged with those of a nearby Sixth Form centre and became Britain's first Tertiary College establishment.

Twenty percent of all students in the 16-19 age group entered Sixth Form colleges in 1982 and age participation rates have increased wherever a two tier system of secondary education has been established.

As regulations governing the respective roles of Sixth Form Colleges and Further Education become blurred, the Tertiary solution may be increasingly adopted. Pressure from 16+ students wishing to stay on for at least a year may reach a peak in 1984-85 in response to recent proposals, such as the new Youth Training Scheme (Y.T.S.) scheduled to start in September 1983; (Manpower Services Commission, 81, 82, Dept. of Employment, 8455), the New Technical and Vocational Education Initiative and finally the National 17+ Examination (C.P.V.E.) under government review.

Certainly the number of Colleges seem likely to increase in the short term, 'their readiness to adapt to new challenges, to innovate and experiment, not only with courses but in the use of educational technology, study skills techniques and staff development programmes, suggest that they will continue to satisfy the needs of a substantial and increasingly large proportion of students between 16-19' (Report A.M.M.A., 5-2-82 p.13).

SIXTH-FORM COLLEGES: DESCRIPTIVE LITERATURE

The establishment of this new innovative educational model stimulated the publication of numerous articles and texts, focussing attention on the major issues and challenges facing the Sixth Form sector.

This material falls into several distinct categories, the first of which was essentially discursive and considered the whole range of related issues.

Articles by Mumford (1965), O'Connor (1967), Adams (68), Egner (1968), Hopkinson (1970) and Pedley (1973), may be classed as 'general' rather than 'specific', representing a personalised view of the whole 16-19 problem, rather than focussing specifically on the theory and principles of segregated Colleges.

Johns (72-73) clearly outlines the choice available to Local Education Authorities:

- 1) the maintenance of Sixth Forms connected with schools,
- 2) establishment of separate institutions to cater for Sixth Form needs. These can take several forms:
 - a) a 'Selective' College, with minimum entry requirements
 - b) an 'Open-Access' College, providing a wide range of Academic and Vocational Skills.
 - c) a Tertiary System, combining full time and part time courses, relating Sixth Form work to that of existing Colleges of Further Education.

Some authors have focussed attention on the arguments 'for' and 'against' the segregatist system of education provided by Group 2 (see above), e.g. Simmons and Morgan (1969), Choppin and Dean (1977), King (1976). The latter provided useful corroborative evidence, by comparing student attitudes and assessments in Sixth Form Colleges of both selective and open access varieties, with peer group responses in school based units of various types.

Supporters of the segregatist principle number among the major advantages of College institutions; their size, which ensures maximum economic use of capital equipment and staffing; an ability to attract highly qualified staff; a thorough preparation for Higher Education and the provision of an adult environment to encourage rapid maturity.

Available evidence leaves little doubt about the importance of the latter requirement. A Sixth Form survey conducted by the Schools Council (1970) found that pupils' chief complaints about their life in the Sixth Form were, 'too many restrictions, regulations and not enough freedom and privileges', followed by, 'not treated as adults.'

Critics of autonomous Sixth Form institutions concentrate largely on problems stemming from Transfer at a crucial stage in adolescent development. Supposed disadvantages are listed as; lack of continuity for pupils and teachers, with a detrimental effect upon teaching and counselling; disruption of friendships built on Feeder school contact, and, finally, the lack of opportunity for development of Leadership skills in the absence of younger pupils.

However, some of these arguments against the wisdom of institutional transfer at the Sixth Form stage, were considered by other authors as speculative and emotive. (Choppin and Dean, 1977, p 37) concluded with the words, 'we feel the need for much more research into the effects of transfer between schools at different ages.'

Of particular relevance to the current research were those texts which replaced speculative discussion of the entire 16-19 debate by personally compiled descriptions of established Sixth Form Colleges. They provided useful guidelines for investigation and identified a range of academic, organisational and conceptual issues relevant to these institutions. Since most accounts were retrospective and post-date institutional establishment, they generally appeared later than the discursive documentation with a maximum frequency between 1970-76.

The Sixth Form Colleges Supplement, (Education, 138, 1971) was a major source of case study material. Contributions by Baker, Bailey, Edmonds, Little and Tuson, cover numerous establishments with a wide geographical distribution and similar accounts of other Colleges followed. Vale (1972), and Browning (1972), both dealt with Sixth Form Colleges at Southampton, while articles by Weigall (1973) and Love (1975) focussed upon the institutions at Barnstaple and Solihull respectively.

Another topic which has engendered constant debate since the publication of the Crowther Report (1959) is the Sixth Form curriculum. Although the report endorsed the principle of academic study in depth, it expressed concern at the premature specialisation involved in the traditional system.

Formation of the Schools Council (1964) provided a forum for the development and discussion of proposals for Sixth Form curriculum and examination reform.

Many of the reform proposals assume that the broadening of the Sixth Form curriculum is both desirable and desired. However, Lewis (1972), in a critical review of research studies into Sixth Form subject choice, concluded that no findings could be said to disprove the hypothesis that most 'able' Sixth Formers are one sided in their subject interests.

However, this situation has changed with the advent of the 'non-traditional Sixth Former' (Schools Council Working Paper, 45) and the growth of the 'New Sixth' has stimulated curricula and examination innovation.

Documentation concerning these elements of 16-19 provision is prolific and emanates from a variety of sources.

The Schools Council has produced several valuable contributions in the form of Working Papers. Noteworthy releases include Numbers 5 (1966), 45 (1972), and 46 (1973). Working Paper 45, aimed to promote discussion on the Sixth Form curriculum, while No. 46 set out in detail the Working Party's proposals on examinations. These included the C.E.E. and the now defunct 'N' and 'F' proposals to replace the Advanced Level System. In this context, the Council works in conjunction with other groups e.g. Standing Conference on University Entrance (1969).

Comments on curriculum proposals have been voiced by various Teachers Unions, A.M.A. and N.A.S. (1974), while relevant personal articles have added an additional

discursive element in established educational journals, Cooke (1972), Reid (1972), Eggleston (75) and Vincent and Dean (1977).

More recently, other organisations, notably, the Further Education Unit, Mansell (1979), 'Response to Examinations 16-18' (1980), and the Department of Education and Science, e.g. Macfarlane Report (1980), have played an increasing role in this context.

Literature was also available on a number of specialised issues relevant to the Sixth Form College learning milieu, e.g. an investigation of 'Private Study' in the Sixth Form context was initiated by the Schools Council (1975) and reviews of 'Liberal Studies' (synonymous with 'Complimentary Studies' in the current study) were provided by A.T.T.I. (1969) and Watson (1973).

Although the findings from the current study can only be interpreted fairly within the Yale context, the case study does raise general issues germane to other forms of Upper Secondary and Tertiary provision elsewhere, and is in some ways 'general' rather than 'unique'.

The foregoing review indicates that literature specifically on Sixth Form Colleges is relatively sparse, but there are a number of studies of social processes within Secondary schools which provided potential insights into life within these Colleges. Also a few informative and instructional texts provided material for comparative purposes, e.g. Studies by King (1976) and Macfarlane provided

a valuable guide to content framework. Care must be taken when comparing material derived from different institutions.

Macfarlane (1978) analysed student reaction to key aspects of internal organisation and social relationships, basing his evidence on responses from a limited number of Sixth Form College establishments. This is a partial overlap with current research objectives and methodology, and provides a realistic basis for direct comparison.

Of the 464 questionnaires received by Macfarlane, 288 came from resident students at Havant College, while the remainder, (176) were obtained from ex-students of Queen Mary's College, most of whom had proceeded to Higher Education. This represented a retrospective assessment of the institution during the post-departure phase and therefore, assessments were influenced by post-College experiences.

Conversely, the present survey was conducted with resident students, whose alternative experiences of Education institutional processes were limited to the primary and 11-16 secondary school sector.

To date, some of the most comprehensive research in the narrow Sixth Form context, has been conducted by the National Foundation for Educational Research (N.F.E.R.). Studies have been undertaken on specific topics, e.g. 'Study Skills', 'One year courses in the Sixth Form', (1977), as well as wider issues, e.g. 'Alternatives to the Traditional Sixth Form': A Preliminary Report, Educational Research 17.3.

Arguably, their most valuable contribution came with the

publication of, 'Educational Provision, 16-19' (Dean and Choppin, 77) and, more recently, 'The Sixth Form and its Alternatives' (Dean et al, 79).

The latter was compiled from 3,687 questionnaire returns collected from institutions representing the whole spectrum of Sixth Form establishments (including Yale). It provides a wealth of statistical data, subjective comment and selected quotations, on varied themes. These were invaluable in assessing current research data against other institutional norms, in terms of thematic composition and personal attitudes.

A heuristic format was built into the N.F.E.R. research strategy. Chapter Five deals with student characteristics 'on entry' to Sixth Form education, while the following section analyses their evaluation after two years within the institution. It focusses upon the benefits of extending education beyond the compulsory age limit; the quality of help and advice received from Tutors, and the differences between the Fifth Form and Sixth Form, in a School or College.

The 'before' and 'after' component is a fundamental feature of the current research project. Suitable reference sources containing a 'time-lapse' element were elusive to pinpoint. However, some useful American literature exists. Jones (1938), Lentz (1938), Newcomb (1947) and Jacobs (1957) dealt with differences in the values expressed by American students between entry to and departure from their Colleges. They stressed the importance of internal stimuli upon student judgement and evaluation of institutional settings.

This led to the creation of a typical College attitude, in spite of the inherent heterogeneity of respondents.

This hypothesis, which stressed the importance of 'micro' environmental stimuli on attitude creation, is debatable and the present case study may help to resolve the question.

As far as can be ascertained, there is no current literature relating to social processes active specifically within a Sixth Form College environment. The nearest parallel studies are those of schools, and it may be that social mechanisms operating in the school context may also be active in a separatist Sixth Form setting.

SOCIAL PROCESSES IN SCHOOLS:

Recent decades have witnessed a growing awareness of environmental influences upon the attitude, behaviour and achievement of school children. This has stimulated increased emphasis on research into interacting social processes within educational organisations.

In 1958, Floud and Halsey, drew attention to the neglect of Sociology within schools, while Shaw (1966), 'Why no Sociology of Schools?', was still able to pose the same problem.

Between 1959-67, a series of social surveys were conducted as background evidence for committees preparing official reports for the Ministry of Education (subsequently, the Department of Education and Science). Crowther (1959),

Newson (1963), Robbins (1964) and Plowden (1967) dealt with the entire age range from Primary School to Higher Education and contributed substantially to our knowledge of Social influences upon Schools and their members.

Evidence gradually accumulated suggesting that a combination of INTERNAL (micro) factors particular to the organisation of schools, together with EXTERNAL (macro) stimuli, such as family and home, (Douglas, 64) and (Sharrock, 70), exert a marked influence on pupil reaction and response. Testing the validity of this concept, within precise age and institutional limits, forms the basic objectives for this study.

Frankenberg (1963) maintains that a methodology employing studies of small segments of society in great detail to throw light on general tendencies was an acceptable Social Science technique. Studies by (Hargreaves, 1967), (Lacey, 1970) and (King, 1969), leaned heavily upon a Case Study format, focussing attention upon processes within various institutions representative of the Selective Secondary school system, i.e. the Secondary Modern and Grammar School.

While they predated Comprehensive re-organisation during the late 60's and 70's, they made an invaluable contribution by highlighting internal processes such as 'streaming', which produced distinctive social stratification among school members and, through 'Differentiation' and 'Polarisation', a sub-division into 'pro' and 'anti' groups. Differentiation is a 'staff' initiated process, whereas 'polarisation' is a pupil response.

The advent of the Comprehensive system has provided a different group of educational organisations for research. Ball's (1980) study suggests that the same social processes operate within mainstream comprehensive schools. It remains to be seen whether similar sociological processes have survived Secondary school re-organisation and transferred into separate Sixth Form institutions, in the absence of; (a) younger children (b) a streaming policy, within an open access philosophy. This review of literature points then to the need to locate the present study within a substantive and theoretical framework.

CHAPTER FOUR: THEORETICAL CONSIDERATIONS

Students of Organisations often embark upon their enquiries from differing theoretical positions. This state of affairs is not of recent origin and has existed since the inception of sociology, owing to the contentious nature of the term 'social'.

On the one hand, Descriptive Individualists insist that all group concepts are derived from a summation of individual interpretations, while the Descriptive Holists, maintain that group norms are 'supra-individual' and can only be explained in terms of social context.

Two broad sociological perspectives which have been applied to the theory of organisations are Structuralist and Interactionist. The table below indicates their level of analysis and dominant methodology.

<u>THEORETICAL PERSPECTIVE</u>	<u>LEVEL OF ANALYSIS</u>	<u>RESEARCH METHOD</u>
Structuralist	Macro	Positivistic
Interactionist (Phenomenology)	Micro	Hermeneutic

Some Structuralists, e.g. Functionalists, see consensus and order as the heart of the Social process, while others, including Marxists, see conflict as endemic in social relations.

A Structural-functionalist approach tends to view the world as a predictable observed reality, with educational structures and processes analysed through their contributions to basic system requirements. It maintains that the different responses of individuals (workers, inmates, pupils/

students) can be explained primarily by reference to the total organism in which they belong.

Functionalism, which is a mainstream example of a structuralist approach, stresses how the action of the parts are controlled by the systems' efforts to achieve stability and self regulation. The actors' consciousness is viewed as a product of the Social context. 'Man is a passive respondent to external stimuli, rather than an active Creator of his own Society' (Haralambos, 1980 p.21).

Emphasis is placed upon an integrated view of society; identifying the functional requirements of system totality. It accepts the view that Educational institutions have a 'function to provide new members of society and socialise them into competent role players with stable personalities' (Merton, quoted Cuff and Payne, 1979, p.36).

A Positivistic label is frequently attached to this perspective, the assumption being that any scientist has to focus on the task of founding his findings upon empirical data. Although no single scientific method is wholly satisfactory, the 'hypothetico-deductive' strategy involved has had a profound influence upon the investigation of social phenomena.

Positivism assumes that the behaviour of man, like that of matter, can be measured objectively and that results make it possible to recognise causes and effects. All this assumes that methodological procedures used in Natural Sciences can be transferred to the Social Sciences, without any serious difficulty, producing

Law-like generalisations having some practical, universalistic applicability.

Empirical studies have been criticised as a series of fact finding missions, producing masses of statistical data but having little to offer in terms of explanation, rather than description. Also, it must be stressed that the categories which researchers use are themselves social constructs; that may well reflect the researchers perception of reality rather than that of the population under investigation. 'How a researcher chooses to construct his categories can profoundly affect the conclusions which are drawn from the experimental findings'. (Bryan and Digby, 1983, Research in Education, Vol.29).

Durkheim has claimed that sociology is the study of social facts, which implies they can be counted and manipulated. By this means, they provided a key to the understanding of human responses but ignore the meanings interpreted by the individuals themselves.

The implication of the Structural and Functionalist approach is that there is no distribution of Social consciousness developing independently of its means of production. Man is seen as a product of environmental stimuli, rather than an active agent of their creation.

Functionalists claim that society can be viewed and therefore analysed as a Social SYSTEM, consisting of an entity made up of inter-connected and inter-related parts, each element affecting every other part of the total system.

Interactionism stresses man's autonomous status, with society seen as the creation of its members. Reality is not seen as external to the individual. The central point of this perspective is that Social reality is seen as a meaning construct rather than a natural reality; 'it exists only as far as it has meaning for the participants' (Bryan, 1980, p.35).

The phenomenologist is opposed to any mechanistic, structured interpretation of human behaviour and rejects all forms of determinism. He operates within a view of creative man, but nevertheless often comprehends the importance of the social context (society, family, schools) in the development of self. Mead (1934) contended that man was a free, creative constructor of his own projects.

The essential message of interactionists is that society must be seen in terms of inter-individual transactions and accommodations. 'Man is seen as an active interpreter and constructor of it'. (Dale, 1972, p.56).

In adopting this perspective, the social researcher must accept that the attitudes of 'actors' are a product of a conscious assessment of their environment as seen through their own eyes. Yet these individuals do not inhabit private worlds but shared environments and stimuli. Part of the research aim is to ascertain the degree of normative reaction stimulated by sharing the same institutional setting. (Yale Sixth Form College).

Inter-subjectivity is taken for granted, the notion

that, 'each individual takes for granted and is taken for granted by others too; most of the inputs are shared meanings'. (Dale, 72 p.57). Thus interactionists claim that social structure derives from interaction between participants.

The inherent danger of this approach is that too much emphasis may be placed upon creativity and personal interpretation, without paying sufficient attention to the circumstances within which they evolved, maximising the importance of 'content' and undervaluing the role of 'context'.

Thus Sociology can be viewed as comprising a number of distinctive, though linked, perspectives. Kuhn (1970) considered that the subject was pre-paradigmatic, in that it lacks a shared agreement about what will be studied, how it will be studied and what is assumed to be fundamental knowledge. In this respect it is not unique and shares this problem with many other disciplines.

Methodological choice hinges upon the efficiency of environmental influences upon the conscious actions of individuals.

Positivists would see them as a set of stimuli triggering reactions and responses among a group of organisms conditioned to react in a given manner. The mechanistic materialist sees ideas, perceptions and attitudes as mechanical reactions from a structured base and therefore impossible to separate from the social context which created them, i.e. responses to a contextual set of internal or external stimuli.

Interpretive sociologists adopt the view that social structure cannot be identified without reference to the consciousness of the individuals who composed it. Therefore, it is the creation of the human beings' minds and thoughts, an awareness by a knowing subject of an objective framework with which he/she exists.

According to Sharp and Green (1975, p.93), it is necessary 'to situate the individual in a social context, to be able to say something about the context in terms of internal-external structure and dynamics, the opportunities it makes available and the constraints that it imposes at the same time to grasp that essential individuality and uniqueness of man that evades any total categorisation'.

Whatever Social perspective is adopted, the organisational context must be clearly established. It cannot be ignored, although its degree of influence upon Social consciousness must be questioned.

An adequate sociology of organisations must take into account three considerations:

- a) the link between structural and interactional contexts.
- b) distinctions between types of organisations, e.g.
school, hospital, prison, factory
- c) Distinctions within types of organisations e.g.
Primary, Secondary schools and Sixth Form Colleges.

Therefore, to establish the precise context of the research programme, institutional limits must be clearly defined and the nature of the organisational model established. Here, 'Organisation' refers to 'the complex pattern of communications and other relationships in a group of human

beings'. (Simon, 1957 p.76).

Partly for convenience and partly on the basis of observations, it has become normal to distinguish between Formal (complex) and Social organisations.

The former is said to possess well defined elements including; the achievement of goals, possession of specific rules and a formal status structure, with clearly marked lines of communication between a hierarchically organised system. Furthermore, it was created at a recognisable point in time and must be aware of a conscious purpose, guided by the fundamental structures which contribute to its co-ordination and control.

Conversely, Social relationships may exist within an organisation without tangible cells and stated aims, lacking a recognised formal structure. Educational institutions, while possessing stated goals and containing a stratified society of staff and students, also engender a considerable amount of social fraternisation, fostering community liaisons at every level.

The problem of organisational model choice can be resolved by dropping the simplified Formal/Social dichotomy and amalgamating the two within an unified framework, where formal elements tend to cluster on one side and social relationships at the other end of a continuum; this dispenses with the need to use an isolated perspective.

Parsons (1958) stated that, 'an immense amount of work will be required before we can have anything that deserves

to be called a theory of organisation'. No general theory can fully represent the complex and idiosyncratic character of the educational system. However, a variety of perspectives exist which manage to illuminate specific aspects of the school system and observe others.

Most work on the sociology of organisations must eventually reconcile its attitude towards Weber's theory of Bureaucratisation; his fundamental distinction between 'power' and 'authority' and the six characteristics of bureaucracy identified.

It could be argued that while some elements of Weber's ideal type are inherent in the school system, most examples exhibit a degree of 'structural looseness'. Bidwell, 1965 (see Robinson 1981, p.135).

Like most schools, Sixth Form Colleges usually operate through a hierarchical staffing system, involving pastoral and academic roles. They provide specialised training mostly within subject disciplines, involving competition among departmental entities.

Their distinguishing feature is the rapid rate of student interchange, demanding the constant socialising of new entrants and a high degree of flexibility to the needs of individual peer groups. Since discipline is self-motivated and a degree of student autonomy encouraged, the traditional bureaucratic dichotomy between staff and students is further blurred and the 'looseness' magnified.

A Socio-Technical approach differentiates organisations through the nature of the work for which they are

established. It is materialistic in the sense that organisations are assumed to possess raw materials which will eventually be processed into finished products. Within Sixth Form Colleges, the students (raw material) have a narrow age and ability spread and are orientated towards an examination based curriculum. Therefore, they possess a more predictable structure than the 11-18 Comprehensive Schools.

The Systems analogy recognises that organisations are composed of parts related to the whole. These components possess identifiable boundaries and clearly defined goals. To fulfil its primary tasks, the organisation employs 'inputs' (teachers, students, materials) which are processed via 'through-puts' (the overt and hidden curriculum) to produce the eventual 'outputs'. Ideally, the latter should coincide with the original specified primary tasks.

Drawing upon the assumptions of a systems model the conventional approach to 'school effects', e.g. Rutter (1959), has been to compare pupils 'before' and 'after' exposure to particular organisational processes. Diagrammatically, this can be seen as;

INPUTS → ORGANISATION PROCESSES → OUTPUTS

This approach has been described as the Black Box model. The researcher is aware of the individual's characteristics before and after experimental treatments, but is unable to explain the processes by which the treatments operate to achieve the recorded results. Therefore, the current research aims to describe changes in attitudes among the group and strives to identify the treatment processes involved, but

will stop short of explaining their method of operation.

Jacobs (1957) was convinced that differences between First and Final year students in American Liberal Art Colleges represented changes that occurred during their time together in the institution. As previously mentioned, other work in this field has emanated from the U.S.A., Jones (1938), Lentz (1938) and Newcomb (1947). The implication in most cases was that any change discovered was due to internal College influences, with student groups tending to become more homogeneous in opinion during their stay. This suggests, the existence of a 'typical' attitude for a particular institution developing gradually over the period of residence and becoming the normative climate of opinion which new members encounter immediately they enter the organisation. A heuristic strategy of this type faces a fundamental 'seepage' problem, i.e. individuals possessing identified attitudes on entry are lost prior to departure, making it difficult to justify changes as 'real', rather than 'apparent'. Since education at 16+ is voluntary rather than compulsory, this problem is compounded by student mobility in the Sixth Form College setting. It remains to be seen whether Attitude consensus among the sample group was a reality and characterised the entire cohort, or was a 'sub-cultural' manifestation.

Both Management and Systems approaches tend to reify the organisation, suggesting that the latter can exist independently of the purposes and intentions of its members.

A more active theory of organisations such as that:

proposed by Silverman (1970) may be needed, 'the action of men stems from a network of meanings that they themselves construct and of which they are conscious', Robinson (1981) p.129.

Events within the School or College can only be understood in conjunction with a description of what goes on within the institution and this further reinforces the need for a systematic description of institutional characteristics and study group composition. However we must not lose sight of human creativity, recognising that student images are personalised and determine their ultimate varying responses to identical institutional processes. The current research attempts to marry the best of the systematic and active perspectives, a process resulting from interchange between conscious subjects and the conditions within the total environment', Berger and Luckman, (1967, page 63).

Interpretation hinges on a definition of 'Total environment'. Do the 'treatments' emanate entirely from processes engendered within the internal College environment, or are attitudes to the institution coloured by external socialising agents, including home, family, friends or previous schools? In the words of Hargreaves (1967) 'one of the tasks of future educational research will be to investigate the ways in which home and other external influences interact with those internal to the school'.

There have been numerous attempts within sociological literature to achieve a compromise between the strengths and weaknesses of the diverse perspectives outlines. It is

evident that there is no theoretical framework which is ideal in the current context. Therefore, the approach adopted takes into account the potential interdependence between structuralist and interactional issues and dispenses with the 'men over society' or 'Society over men' dualistic dilemma.

King (1969) found that in a Grammar School stratified by both age and ability the internal social structure was a more important factor in regulating pupil-involvement than their social background. One aim of the Yale case study was to ascertain whether the same was true in an institution characterised by a narrower age band, where internal agencies have a briefer period (2 years) to achieve recognisable influences.

The role of external stimuli in engendering pupil attitudes has been stressed by other research workers. 'Home, School and the wider society all have their part to play in the inculcation of attitudes and interests we need to know not what attitudes we wish children to learn, but also what attitudes they already hold and from whence they are derived', Evans (1965).

Those studies, Hargreaves (1967) and Lacey (1970), which focussed almost exclusively upon internal processes within schools have been criticised as a consequence. Hoyle (1973) stated that 'they have been more concerned with the student world tell us little about how schools operate and how decisions are made'. However, these introverted sociological

investigations of selective school organisations in the pre-comprehensive area introduced a series of new concepts which are directly relevant in the current research project and were established precedents for the Case Study format.

The first was Differentiation defined as 'the separation and ranking up of students according to a multiple set of criteria which makes up the normative academically orientated value of the streamed Grammar School', Lacey (1970 p.57). In the original setting this divisive process was envisaged as a product of academic streaming based upon ability and attainment.

This process leads to a Polarisation of attitudes, opinions and actions, encouraging the development of group norms and allegiance; identifying re-organisable 'pro' and 'anti' groups within the system.

While these concepts were originally recognised within a streamed school society, there may be some justification for assuming that similar processes transfer across institutional boundaries into the comprehensive sector and this possibility requires investigation. Conversely, in the absence of academic streaming in Yale, where the composition of teaching groups is determined by the vagaries of the blocked subject options, other divisive forces may manifest themselves, or indeed be totally absent.

There is much to commend in the theoretical view point adopted by Sharp and Green (1975) in their study of progressive primary education, and succinctly paraphrased in

the following quotation; 'It would seem that a view of man which emphasises his ability to transcend his environment, and a view of society which sees it as nothing but the emancipation of intersubjective processes has lost sight of the sociological phenomenon of externality and constraint. Although determinism may be inappropriate as a generalised perspective, this does not mean that social reality never affects the individual as a mechanistic force', (Opcit, p.27).

Several leading interactionists, Cicourel and Kitsuse (1963), Mehan and Wood (1975), have adopted a mixture of approaches involving both the systems and phenomenological positions, and there is clearly a precedence in the search for such a synthesis, i.e. to seek a co-ordinated appraisal of empirical and subjective data within a consistent inter-related framework, involving the parallel use of macro and micro studies of schools/colleges.

Any research which focusses upon ATTITUDE identification forces a problem of defining its subject. According to Rose, (1956), 'when sociologists and psychologists went through their period of eschewing values, they used the term "attitude", because it sounded more scientifically neutral'.

Most available Attitude measurement tests, e.g. Thurstone, Likert, were not appropriate in the present context, since attitudes may be specific to individual organisations and therefore existing devices have a limited range of applicability.

The decision to employ a combination of objective

and subjective measures allowed the design of a personalised data collection system, combining empirical analysis with verbal and written illumination. (Details of these research and analytical procedures are to be found in Chapter 5).

Choice of methodological synthesis stressing an integration of sociological perspectives necessitates the collection of written and oral information, but demands the conversion of selected elements into numerical values. Identification of means (\bar{x}) and the production of ranked ordinal scales is not intended to minimise the illuminative value of the information. Its purpose is to establish a scalar attitude continuum, and identify the precise location of each item between the 'pro' and 'anti' extremes.

The overall aim was to formulate a balanced judgement based on the information collected, combining the strengths of positivistic-empiricism and the subjective - humanistic approaches.

Adoption of a Socio-Formal organisation model requires the acceptance of Yale Sixth Form College as a single cell within the total organism; subject to influences from and within its own boundaries. The institution possesses its own formal functions, but is subject to socialising influences designed to promote successful relationships between staff, students and the community at large. It is seen as an open system, responding to internal and external stimuli, while possessing its own built in regulating mechanism.

The current study seeks to establish whether the attitudes recognised among the student sample are purely

individualistic creations or are sufficiently homogeneous to be classified as normative group responses. It seeks to evaluate the relative validity of a mechanistic system control interpretation, as compared to an interactionist view of the processes stimulating attitude creation within the organisation. In the 'systems' context, it envisages some variables as emanating from outside (external treatments) the College environment; e.g. family, sex, socio-economic status, feeder school location, while other treatment factors may be derived from within (internal) the institution; e.g. curriculum patterns, organisational processes, examination achievement.

Interpretation will depend upon the pattern of attitudes recognised at each stage and the degree of change recognised during the two year research period.

The conceptual aims underlying this research are conveyed by the following quotation; 'It is important to discover why people think they are in school, and their perception of the school environment and the problems they have to contend with', Taylor (1973, p.203).

Those students taking part in the project are experiencing in late adolescence what Erikson (1968), described as a, 'psycho-social moratorium' and still in the position of 'marginal man', Lewin (1948), with all its implications regarding uncertainty and emotional conflict.

In view of the great range of tangible and intangible variables which contribute to attitudes and opinion, we must never lose sight of the fact that, whatever methodological

strategy has been selected and utilised, 'within the total field of knowledge, we derive a picture of sociology which is not a unified approach to knowledge and does not guarantee the truth of its findings', Cuff and Payne, (1979, p.24).

CHAPTER FIVE: RESEARCH AND ANALYTICAL PROCEDURES

There is no universal agreement regarding the precise definition of 'Attitude', but for current purposes the suggestion by Vernon (1953, p.144) seems appropriate, namely that it 'implies a personality disposition which determines behaviour towards or about persons, objects, situations or institutions'.

This poses the question, whether Attitude, which is not a finite value, in the sense of numerical scores in a standardised Reading or Mathematics test, can be measured accurately or even located within a continuous scale between agreed extremes.

Even if this aim is practicable, the researcher is still faced with the task of selecting appropriate questionnaires to measure these attitudes. These provide the opportunity to sample large numbers, but they predetermine subject content and limit the opportunity for personal expression and selection.

Research was facilitated by the ease of access to a 'captive group' of Sixth Formers, although co-operation was always sought on a voluntary, rather than a compulsory basis. However, there were several practical problems in test organisation.

First, the problem of timing and supervision, since the research programme depended upon student and staff goodwill and demanded a minimum of disruption to the teaching programme.

Group size (240) made it impossible to treat it as one total entity at all times. Written work was produced during a single period, in Registration Groups under Personal Tutor supervision, while interviews were conducted individually over a fortnight. This required advanced organisation of room time tables, supervisors and computer coding, in order to maintain confidentiality.

One possible method of producing Student Attitude data, was the use of existing Attitude Measurement Techniques, e.g. Thurstone, or Likert. Reviewing relevant literature, Nisbett and Entwistle (1970), Oppenheim (1966) and Cohen (1976), suggested it would be difficult to adapt existing test instruments to the current study. Therefore, an alternative strategy, geared to the specific research requirements in the Yale context, was formulated. Nisbett and Entwistle (1966, p.125) stated 'as attitudes tend to be specific rather than general, the research worker is often faced with the problem of devising his own scale'. The problem is not uncommon, and offered the prospect of a rewarding challenge.

It was not the intention to produce test instrumentation which could be used other than in the context of Yale Sixth Form College. However, the techniques devised had to satisfy certain basic criteria, if the credibility of research findings was to be vindicated.

Cohen (1976), suggested that the research programme must;

- 1) serve a formulated research purpose.
- 2) be planned systematically.
- 3) be recorded systematically.
- 4) be subject to periodic checks on validity and reliability.

Bearing these guidelines in mind, it was decided to persevere with a loosely structured, subjective, written format, rather than resort to the questionnaire method. The following quotation justifies the method selected; 'although the use of this technique (questionnaires), enables a large amount of data to be collected and processed quickly, it allows the respondents no opportunity to express themselves freely on any topic. Nor does it give any indication of whether the topics being investigated are those with which the respondents feel most concerned', Dean et al (1979).

The categories and themes in the questionnaire would inevitably be those of the researcher, while a significant aim of the present study was to elicit student views on what they perceived as significant institutional processes. Any attempt to synthesise the Positivist and Humanistic approaches seemed best served by open ended essays providing complete freedom of expression, without constraint.

Since another research aim was to monitor any Attitude change that might take place over the two years, the tests were part of a continuous process of Attitude monitoring and were administered at the entry and departure stages.

The first essay, entitled, 'My Initial Impressions of Yale Sixth Form College' was written in October 1979, some five weeks after transfer from the contributory schools (a short period of residence was considered essential to form firm opinions). Towards the end of the second year (April 1981), the second essay on the theme, 'My Final Impressions of Yale Sixth Form College', was written. Pressure of

Advanced Level examinations in the Summer term made it impossible to postpone this test until nearer the departure date.

The complete set of initial essays (240) was carefully read and showed that student reaction to the request for co-operation had been favourable. While there was some variation in the length of individual essays, they generally provided a satisfactory tool for analysis, since it could be argued that lack of reference to a particular item reflected its unimportance to students.

Detailed scrutiny revealed that it was possible to identify Twenty recurrent themes which occurred fairly consistently, forming the basis for a subjective mark scheme producing the final Attitude scores. It seemed inappropriate to consider each item, e.g. Staff-Student relationships, or School Meals, as contributing equally to the final score. Therefore, a 'weighted' mark system was devised (the precise mechanism for calculating the 'weighted scores' can be found in the Appendix, A1).

To identify the 'weighting' of each individual theme, the complete list (20) was distributed among a random selection of 25 students and a similar number of Staff. Each person produced a rank order list, recording their personal assessment of the relative contribution of each item to the successful functioning of a separate Sixth Form institution.

Application of a Spearman's Rank Correlation test, to the Staff and Student lists, produced a coefficient of 0.89, which was highly significant at the .005 level. Therefore,

The weighting pattern was justified by consensus opinion.

The twenty themes identified were divided into Four groups (X5). Raw Scores for the first group were multiplied by a constant of 4, the Second group by 3 and so on.

(see Table 5.0.1)

TABLE 5.0.1. STUDENT ATTITUDE: IDENTIFICATION THEMES

RANK	ATTITUDE THEMES	GROUP	WEIGHTING CONSTANT
1	Teaching Standards	A	X4
2	Study Skills		
3	Staff-Student Relations		
4	Library		
5	Curriculum/Timetable Organisation		
6	Inter-Student Relations	B	X3
7	Stationery/Books/Equipment		
8	Compulsory Private Study		
9	Discipline		
10	Social Life		
11	Pastoral Care	C	X2
12	Student Autonomy		
13	Uniform		
14	Common Room		
15	Clubs-Societies		
16	Community Service	D	X1
17	Building/Fabric		
18	Complementary Studies		
19	School Meals		
20	Coffee-Bar		

Computation of weighted attitude scores was relatively sophisticated (see Appendix, A1) and produced values between 20-100, with the higher scores representing improved opinions

of the institutional program. However, ultimately they were a personal estimate and there is no way of determining with certainty the exact value. Use of a rigid marking scheme by the same person at every stage, minimized the possibility of major discrepancies in subjective reaction, and validated the attempt at comparative analysis.

A cursory appraisal of essay content revealed an immediate difference between 'anti' and 'pro' reactions, although boundaries were inevitably blurred. However, there seemed every justification for distinguishing four main attitude types, see Table 5.0.2.

TABLE 5.0.2.: STUDENT ATTITUDE CLASSES

Group	Attitude Score (Class Interval)	Description
1	20 - 40	Antagonism
2	41 - 60	Critical
3	61 - 80	Uncommitted
4	81 - 100	Favourable

In this way, the identification of relevant attitude identity themes and their subdivision into recognised classes paved the way for using quantitative techniques, fulfilling the positivist element of research design.

Frequency of thematic inclusion provided a clue as to which institutional feature had made the greatest impact upon student perception at any stage.

Each thematic statement was measured against an opinion

scale ranging from 1, (very antagonistic) to 5 (very favourable), allowing the calculation of an overall mean (\bar{x}) Attitude score.

This research sets out both to 'describe' and, where possible, 'explain' student attitudes within the College. The review of literature had indicated that both 'school' and 'non school' variables may influence student attitude and perception, and there was no reason to suppose that this was not the case here.

Therefore, extension of the analysis demanded the coding of each individual's Personal Profile, providing a numerical summary of his/her internal and external background.

The most important NON-SCHOOL VARIABLES selected included; Feeder school identity, Socio-Economic Status, and Academic ability (this was measured initially by G.C.E. and C.S.E. passes achieved in the 11-16 schools). Most of these details were available from school Record Cards and Attendance Registers, supplemented by personal contact where necessary.

Feeder schools were numbered 1 - 7 to avoid using the actual names, while all students entering College from outside the local catchment were placed in category 8.

Preliminary investigation of the Socio-Economic character of each school catchment was followed up by a detailed analysis of the 1979 student intake based on the 'Hall Jones Scale of Occupational Prestige for Males', (J. Hall and D. Caradog Jones, 1950 p.30-35). Following Douglas (1964), FOUR separate categories were used with a

fifth class signifying a deceased parent. (See Table 5.0.3.)

TABLE 5.0.3. SOCIO ECONOMIC STATUS: BASED ON DOUGLAS (1964)

GROUP	CLASS	HALL JONES INDEX
1	Upper Non-Manual	1) Professionally Qualified and Highly Administrative 2) Managerial and Executive 3) Inspectional, Supervisory and other Non-Manual (Higher Grade)
2	Lower Non-Manual	4) Inspectional, Supervisory or other Non-Manual (Lower Grade) 5a) Routine Grades (Non-Manual)
3	Upper Manual	5b) Skilled Manual
4	Lower Manual	6) Manual (Semi-Skilled) 7) Manual (Routine)

Since the initial four O-level entry qualification did not operate in 1979, the Academic attainments of the group at entry were highly variable and provided another useful personal identity index.

Two methods of coding the examination results were reviewed. The first involved registering the actual NUMBER of pass grades achieved (Ordinary Level, A,B,C and C.S.E., Grade 1), while the second introduced a 'weighting constant', (Grade A = 3 points, Grade C/CSE 1 = 1 point). The latter indicates the 'standard' of achievement, rather than the 'success' rate. Eventually, the simpler method was adopted, since it provided a sufficient spread of values to indicate differences in academic performance.

Student academic course patterns provided another valuable personal index. All group organisation was based upon 4 subject categories (Arts, Science, Mixed, Ordinary Level only), while each Advanced Level Student pursued 1 - 3

subjects. These course identification elements were recorded numerically for analysis. (See Table 5.0.4.)

TABLE 5.0.4. ACADEMIC COURSE PATTERNS (IDENTITY CODES)

COURSE	CODE NO	LEVEL	A LEVEL SUBJECTS (NUMBER)	REGISTRATION GROUP CODE	NO
Science	1	Advanced	1 - 3	12 - 14	3
Arts	2		1 - 3	15 - 19	5
Mixed	3		1 - 3	20 - 22	3
Ordinary	0	Ordinary	0	Integrated	

The level of academic achievement at Ordinary level does not always correlate highly with Advanced level performance. There was a continuous process of academic progress or deterioration during the Sixth Form course. These changes were monitored by continuous half term assessments and a series of term and sessional examinations, including a major Preliminary (Mock) series in the penultimate term. The vital question was whether a statistically significant correlation existed between the level of Academic achievement attained during the period of College attendance and the attitudes of students towards the institution providing the basic teaching and instructions. Therefore, internal examination results were carefully monitored and used to create two further personal profile indices.

These consisted of:

- 1) A single overall mean (\bar{x}) score, covering all results in the Lower Sixth examination series.
- 2) A second value, representing performance in the Preliminary Advanced Level (Spring 1981).

To facilitate ease of analysis and interpretation, the

results (0-100) were divided into specified class intervals (1-17). See Table 5.0.5.

TABLE 5.0.5. IDENTITY CODING, INTERNAL EXAMINATION (1979-81)

EXAMINATION RESULTS (CLASS INTERVALS)	1-15	16-30	31-45	46-55	56-65	66-80	>81
CODING	1	2	3	4	5	6	7

Since results in the External W.J.E.C. Advanced Level examinations were awarded in Grades, a different strategy was devised to maintain coding consistency. Each pass grade was awarded a weighted score A(5) to E(1). However, this raw score did not take into account the number of subjects taken, therefore the Performance Index was calculated using the formula;

$$P.I. = \frac{\text{Actual Score}}{N \times 5} \times \frac{100}{1}$$

where (i) N = Number of Advanced Level subjects taken.

(ii) Actual Score = $\sum_{i=1}^3 n$; n = 1, 2, 3, 4, 5

(iii) N = Weight awarded to each grade.

Again, for statistical convenience, the results were divided into relevant class intervals to avoid over-elaboration (see Table 5.0.6.)

TABLE 5.0.6. IDENTITY CODING. EXTERNAL ADVANCED LEVEL EXAMINATION (1981)

ADVANCED LEVEL INDEX (CLASS INTERVALS)	0	1-15	16-30	31-45	46-55	56-65	66-75	76-85	86	REPEAT
CODING	0	1	2	3	4	5	6	7	8	9

0 = GRADES 'O' and 'F' ACHIEVED

REPEAT = STUDENTS REPEATING LOWER Vith. - NO RESULT

Student record cards contained information on FAMILY COMPOSITION, identifying previous sibling links with the College through older brothers or sisters. This provided an opportunity to ascertain whether prior information and domestic discussion of the institution in advance of entry, had influenced student perception, i.e. whether their attitudes were partly 'second hand'.

When data collection was completed in August 1981, each student possessed a coded, numerical PROFILE, providing a comprehensive summary of their personal background from external and institutional sources, see Table 5.0.7.

TABLE 5.0.7. IDENTITY CODING. PERSONAL PROFILE INDICES

PERSONAL IDENTITY INDEX	COMPUTER	CODE (RANGE)
Feeder School	FEEDR	1 - 8
Registration Group	GROUP	12 -22
Sex	SEX	1 - 2
Advanced Level Course Pattern	CATEG	0 - 3
Advanced Level Course Number	ANo	0 - 3
Academic; O Level Passes at Entry	ACAD	0 -10
Sibling Links	FAM	1 - 2
Link Courses (With N.E.W.I.)	LINK	1 - 2
Socio-Economic Status	SOCLA	1 - 5
Lower Sixth Examinations(\bar{x}) 1979-80	LEXAM	1 - 7
Preliminary Examinations (Internal) 1981	MOCKA	1 - 7
Advanced Level Performance 1981	ALPER	0 - 9

Statistical analysis using the Student Attitude scores and the coded profiles concentrated upon:

- 1) Establishing the nature and relative importance of processes

influencing Student attitude and perception of the Sixth Form College.

- 2) Investigation of the influence of chosen Independent variables (personal profile indices) upon the Dependent variables (individual Student Attitude scores, Test 1 and 2). This was achieved, using 'correlation' (Pearsons) and 'one way Analysis of Variance' techniques.

The latter measures the dispersion around means of selected data. It observes whether there are any significant differences between these means, or whether the grouping is more consistent than if the numbers had been derived under random conditions; if the variation BETWEEN groups is greater than WITHIN groups, then it can be attributed to some specific treatment (the Independent variable) which produced the recognised relationship.

Therefore, the Null Hypothesis (H_0) can be rejected and substituted by the Alternative Hypothesis (H_1), which recognises the existence of specific treatment processes. It was decided that the 0.05 Significance Level was sufficiently rigorous as a rejection valve in the Social Sciences context. In statistical terms, rejection of the Null Hypothesis, implies a 'link' between the Identity index, e.g. Sex, Academic ability, and the student attitude score, although a precise 'cause' and 'effect' relationship cannot be assumed.

The subjective nature of essay material produced some interpretive problems and raised related issues requiring expansion and clarification.

This additional ILLUMINATIVE information was acquired through a series of interviews with a representative sample.

Random sample selection was discarded in favour of a loose 'stratification' of the respondent group. Inclusion of the entire spectrum of Attitudes revealed in the initial essays was the fundamental selection criterion, while a male:female balance appeared logical.

Within these guidelines, selection was guided by studied availability and co-operation, but reference to Table 5.0.8. shows that the sample was reasonably representative of its College peers.

TABLE 5.0.8. INTERVIEW SAMPLE: COMPOSITION

GROUP	ATTITUDE CATEGORY							
	ANTAGONISM		CRITICAL		UNCOMMITTED		FAVOURABLE	
	No	%	No	%	No	%	No	%
COLLEGE	6	3.6	22	9.2	56	23.2	156	65
INTER- VIEW SAMPLE	3	9.4	6	18.8	8	25.0	15	46.8

The interviews were conducted as soon as possible after essay completion, to achieve data consistency. Timetable constraints dictated interview length and timing, which, in turn, influenced their scope and content.

Selection of a structured interview format was justified on the grounds that:

- 1) it facilitated ease of recording (use of a tape recorder was rejected, since it might inhibit responses, while a hidden device was considered unethical)
- 2) it was more suited to the comparative, heuristic element inherent in research design.

Schedule content was partly dictated in advance by the issues raised in student essays, but the opportunity to

investigate other relevant topics was also grasped. Every effort was made to correlate the thematic composition of both interview schedules (at 'entry' and 'departure' stages), but the eighteen months time lag necessitated some changes in emphasis and content.

The first interview schedule (Appendix, A2) focussed upon those issues highlighted by students at the entry stage. These included; Transfer problems, the 'School' versus 'College' debate, and tentative initial impressions of the learning milieu. Three terms later, when students opinions had crystallised, a more probing analysis of institutional processes and a retrospective investigation of Sixth Formers' experiences and aspirations was launched (See Appendix, A4).

Once the subject guidelines had been established, attention was switched to interview design, with the ultimate aim of ease of recording and some opportunity for self-expression.

The problem was solved by using Four basic question formats. In Type one, questions were accompanied by a series of answers from which the most appropriate could be selected. A second variety triggered either a 'negative' or 'affirmative' response, while the third sought a numerical reaction, chosen from a graduated scale, signifying varying levels of satisfaction. Incomplete statements were also included to elicit personal responses and provide opportunity for thematic digression and expansion. In retrospect, the methodology was supported by student willingness to co-operate, their enthusiastic involvement and the useful nature of the data.

This research design seeks to synthesize appropriate elements of Functionalist and Interactionist perspectives. It requires a balanced blend of subjective information and an empirical data base, backed by illuminative material.

The aims are:

- 1) to allow students to identify the important perception processes
- 2) to investigate possible links between group Identity indices and their attitudes
- 3) to provide an opportunity for illuminative clarification via a student sample.

Every effort has been made to justify the methods selected and the motivation undermining research aims was aptly expressed by Macfarlane (1978) when he asserted that the decision of many 16 year olds to continue with their education and choose a suitable programme of study was their first major experience of adult responsibility. Therefore, not surprisingly, this probably had a significant effect upon their attitude to study and College life in general.

CHAPTER SIX: STUDENT ATTITUDES AND PERCEPTION:

AT ENTRY (OCTOBER 1979)

A STATISTICAL ANALYSIS

The rationale for employing inferential statistics in the research design is discussed in Chapter 5. While data collection was in some senses heavily subjective, statistical adaptation facilitated precision and provided a basis for more objective interpretation.

The review of essay content identified twenty Attitude/ Perception Themes, which occurred with varying degrees of regularity. Student evaluation of these issues was assessed subjectively on a 5 point scale (very poor - very good) and weighted according to chosen constants. This technique produced a numerical attitude score (20-100) for each person, which forms the major dependent variable for statistical analysis.

Initial impressions also conveyed the existence of 'differentiation' processes, providing an Attitude spectrum, ranging between absolute 'antagonism' and 'favourable' reactions to the institutional environment. Therefore, the raw scores were subdivided into 4 distinct class intervals representing each shade of opinion (see TABLE 5.0.2.).

Interval boundaries were blurred and there was some internal spread, but it was felt that categories were sufficiently homogeneous and meaningful for analysis.

This initial survey employs standard statistical measures of centrality (mean \bar{x}) and Dispersion (Rank order, Standard Deviation) to identify attitude processes and their distribution within the student population.

Later, an attempt is made to link these with internally or externally derived student profile indices (the independent variable).

The cohort's overall mean (\bar{x}) ATTITUDE SCORE, based upon the initial essay material, was 82.6 (lower levels of the 'Favourable' category).

Only 11.8% were 'critical' or 'antagonistic' towards the new school (see TABLE 6.0.1).

TABLE 6.0.1 MEAN ATTITUDE SCORES AT ENTRY : BY CLASS

CLASS INTERVAL	ATTITUDE CATEGORY	SIZE	%
81-100	FAVOURABLE	156	65.0
61-80	UNCOMMITTED	56	23.2
41-60	CRITICAL	22	9.2
20-40	ANTAGONISM	6	2.6
	TOTAL	240	100.0

This 'Favourable' institutional assessment was confirmed by the results of a brief questionnaire (Appendix A3) circulated in January 1980, which failed to reveal any real sign of disenchantment with the College after one full term. Student preference for the College or Feeder school model was also requested. The vote was overwhelmingly in favour of the College (82.5 : 17.5%). Further analysis of Table 6.0.2, showed that three schools (1, 4, 7) received a particularly low selection rate (chosen by less than 10% of former pupils). The remainder fared slightly better, 21 - 30% voting in their favour. Although there was no significant statistical variation, the proportion of Boys preferring the Sixth Form College (85 : 15%) was higher than among Girls (80 : 20%).

TABLE 6.0.2. SCHOOL : COLLEGE PREFERENCE (%)

SCHOOL	YALE SIXTH FORM COLLEGE			FEEDER SCHOOL		
	BOYS(%)	GIRLS(%)	\bar{x} (%)	BOYS(%)	GIRLS(%)	\bar{x} (%)
1	86	92	89	14	8	11
2	67	70	69	33	30	31
3	78	80	79	22	20	21
4	100	95	97	0	5	3
5	60	83	74	40	17	26
6	91	63	79	9	37	21
7	100	87	93	0	13	7
8	87	62	75	13	38	25
TOTAL	85	80	82.5	15	20	17.5

The other item in the same questionnaire set out to establish the approximate length of time taken to settle in College after transfer in September 1979. (The term 'settled' is qualitative and inspires a variety of individual definitions; it cannot be quantified precisely and a personal assessment must suffice here). If this qualification is acceptable, the results provide a useful secondary 'back-up' for essay interpretation.

Free choice was discouraged by specifying four possible dates within the first term, while a 5th category was included to record continued 'unsettlement'. The results (see Table 6.0.3.) generally support previous findings. In their own personal estimation, 97.5% of the cohort had settled in the new institutional environment by the end of the first term. This reinforces the 'favourable' reaction (Satisfaction score \bar{x} , 82.6) and high College preference rating, (preferred by 82.5% of sample). Apparently, BOYS

settled quicker than GIRLS; (model class 2; First week cf. model class 3; Several weeks), while 3 times as many girls were still unsettled in January 1980.

TABLE 6.O.3. TIME TAKEN TO SETTLE IN YALE

SCHOOL	TIME TAKEN TO SETTLE								UNSETTLED	
	1		2		3		4		5	
	SIZE	%	SIZE	%	SIZE	%	SIZE	%	SIZE	%
1	1	2	17	38	20	45	5	11	2	4
2	0	0	5	38	5	38	2	16	1	8
3	0	0	4	21	8	42	7	37	0	0
4	0	0	10	29	19	56	4	12	1	3
5	2	5	15	39	14	37	6	16	1	3
6	2	3	27	44	21	35	8	13	3	5
7	0	0	8	57	5	36	1	7	0	0
8	0	0	4	25	9	56	3	19	0	0
BOYS	3	3	48	44	43	39	14	12	2	2
GIRLS	2	2	42	32	58	45	22	16	6	5
TOTAL	5	2.5	90	38	101	42	36	14	8	3.5

1 = First Day 3 = Several weeks 5 = Unsettled
 2 = First week 4 = First term

Transfer problems apparently only affected a minority by that date, but were most marked among students from School 2 (8% unsettled). This matches the highest Feeder school preference rate recorded by the same school and vindicates the use of two separate test instruments to validate data accuracy and correlation.

The next phase of statistical analysis focussed on the twenty perception processes contributing to the final Attitude scores. Since the latter are a summation of

individual perceptions, a detailed study of these themes contributes a clearer picture of how they formed.

An investigation of the frequency of thematic inclusion in individual essays indicates the impact of each perception process on the overall Attitude values. Secondly, calculation of mean scores (ordinal range; 1-5, very poor - very good) provides a subjective assessment of thematic Performance, while construction of Rank order tables indicates their relative importance as perception processes.

FREQUENCY ANALYSIS

Reference to Table 6.0.4, will show that six themes merited a high inclusion rate (mentioned in > 50% essays) and therefore constituted the most important Attitude determinants at this stage,

The remaining 14 made less impact upon environmental perception; indeed, five items appeared in 10% or less of the essays.

Aspects of social integration among College members figured prominently in the Rank order table, e.g. References to Staff/Student relations top the list (85%) and together with Inter-student fraternisation (62%), Social Life (49%), and Discipline (58%), commanded four of the top seven places. Academic issues also received frequent mention; references to Study Skills (63%) and Teaching Standards (55%) placed these items 2nd and 6th respectively, while Curriculum and Timetable matters were mentioned by 59%. Undoubtedly, student assessment of institutional performance depended upon perceiving ample opportunity for academic success within an

amenable, integrated social context. They did not consider Academic and Social processes to be mutually exclusive.

In contrast, the more Practical aspects of the College environment received far less attention, e.g. Building and Fabric (20%), School Meals (8%), and the Coffee Bar (10%), suggesting that physical 'setting' is far less important than the 'institutional' role as a perception stimulus.

THEMATIC SATISFACTION

The most significant result to emerge from the subjective analysis of Satisfaction ratings for each individual perception process was that all twenty themes achieved a mean score above 3.0 on the 5 point ordinal scale (1 very poor - 5 very good). This provided further evidence of the 'favourable' post entry assessment among the majority of students (see Tables 6.0.5. and 6.0.6.).

Greatest satisfaction (\bar{x} , 4.9) was expressed regarding the College's efforts to provide cash and practical aid for the handicapped and socially deprived in the local community.

Three other perception themes also achieved a means of > 4.5 , signifying a favourable assessment of their performance and function.

Library facilities (\bar{x} , 4.7) were consistently praised by the 32% who mentioned this topic, reference being made to 'the amenable atmosphere for study' and 'excellent quality of books in both fictional and non-fictional sections'. Minor criticisms centred upon 'occasionally overcrowded'.

STUDENT ATTITUDES: INSTITUTIONAL PROCESSES (1979)TABLE 6.O.4.A ISSUES PERCEIVED AS IMPORTANT (> 50%)

(BASED ON PERCENTAGE INCLUSION FREQUENCY)

<u>RANK</u>	<u>THEME NO.</u>	<u>LABEL</u>	<u>FREQUENCY %</u>
1	3	STAFF/STUDENT RELATIONS	85
2	2	STUDY SKILLS	63
3	6	INTER-STUDENT RELATIONS	62
4	5	CURRICULUM/ ORGANISATION TIMETABLE	59
5	9	DISCIPLINE	58
6	1	TEACHING STANDARDS	55

B) ISSUES PERCEIVED AS marginally IMPORTANT (< 50%)

7	10	SOCIAL LIFE	49
8	14	COMMON ROOM	33
9	4	LIBRARY	32
9	15	CLUBS/SOCIETIES	32
11	18	COMPLEMENTARY STUDY	29
12	8	COMPULSORY PRIVATE STUDY	26
13	12	STUDENT AUTONOMY (COUNCIL)	25
14	16	COMMUNITY SERVICE	24
15	17	BUILDING/FABRIC	20
16	13	UNIFORM	10
16	20	COFFEE BAR	10
18	19	SCHOOL MEALS	8
19	11	PASTORAL CARE (TUTOR SYSTEM)	7
20	7	STATIONERY/BOOKS/EQUIPMENT	5

TABLE 6.O.5. STUDENT ATTITUDE; INSTITUTIONAL PROCESSES
 (SATISFACTION RATE)
 MEAN SCORES (\bar{x}) 1-5 (1979)

<u>CLASS</u> <u>INTERVAL</u>	<u>RANK</u>	<u>THEME No.</u>	<u>LABEL</u>	\bar{x}
4.5 <	1	16	COMMUNITY SERVICE	4.9
	2	4	LIBRARY	4.7
	2	20	COFFEE BAR	4.7
	4	10	SOCIAL LIFE	4.5
4.0-4.49	5	12	STUDENT AUTONOMY	4.4
	5	13	UNIFORM	4.4
	7	15	CLUBS AND SOCIETIES	4.3
	8	3	STAFF-STUDENT RELATIONS	4.2
	8	6	INTER-STUDENT RELATIONS	4.2
	8	8	COMPULSORY PRIVATE STUDY	4.2.
3.5-3.99	11	2	STUDY SKILLS	3.9
	11	7	STATIONERY/BOOKS/ EQUIPMENT	3.9
	11	9	DISCIPLINE	3.9
	11	14	COMMON ROOM	3.9
	15	1	TEACHING STANDARDS	3.8
	16	5	CURRICULUM/TIMETABLE/ ORGANISATION	3.6
	17	17	BUILDING/FABRIC	3.5
3.0-3.49	18	11	PASTORAL CARE	3.3
	19	18	COMPLEMENTARY STUDIES	3.1
	20	19	SCHOOL MEALS	3.0

TABLE 6.0.6. DISTRIBUTION OF ATTITUDE SCORES (\bar{x}) FOR INDIVIDUAL THEMES (1979)

THEME NO.	LABEL	(1-5) SATISFACTION INDEX (% OF RESPONDENTS)				
		1	2	3	4	5
1	TEACHING STANDARDS	8.3	10.5	17.3	20.3	43.6
2	STUDY SKILLS	3.3	8.6	21.7	30.9	35.5
3	STAFF-STUDENT RELATIONS	4.4	8.8	12.2	11.7	62.9
4	LIBRARY	1.3	1.3	2.6	10.3	84.5
5	CURRICULUM/TIMETABLE ORGANISATION	8.5	14.1	21.1	23.9	32.4
6	INTER STUDENT RELATIONS	4.0	6.7	12.8	16.8	59.7
7	STATIONERY/BOOKS/EQUIPMENT	23.1	7.7	15.4	7.7	46.1
8	COMPULSORY PRIVATE STUDY	6.5	11.3	3.2	8.1	70.9
9	DISCIPLINE	7.1	12.1	12.0	15.6	53.2
10	SOCIAL LIFE	3.4	4.3	6.0	11.1	75.2
11	PASTORAL CARE	31.2	6.3	12.5	6.3	43.7
12	STUDENT AUTONOMY	3.4	5.0	11.9	5.1	74.6
13	UNIFORM	4.1	8.4	4.1	8.4	75.0
14	COMMON ROOM	6.3	8.7	20.0	8.8	56.2
15	CLUBS AND SOCIETIES	2.5	10.3	10.3	7.7	69.2
16	COMMUNITY SERVICE	0	0	3.4	6.8	89.8
17	BUILDING & FABRIC	22.0	8.6	14.3	12.9	44.2
18	COMPLEMENTARY STUDIES	20.9	18.6	1.5	16.7	29.3
19	SCHOOL MEALS	35.0	5.0	20.0	10.0	30.0
20	COFFEE BAR	4.3	0	0	13.0	82.7

1. Very Poor

3. Mediocre

5. Very good

2. Poor

4. Good

The Student Coffee Bar, financed and operated entirely from Student Council funds, received consistent praise (\bar{x} , 4.7) from the minority who mentioned it. None of the contributory schools offer this type of leisure provision, and its availability was clearly appreciated by the newcomers. Opinions regarding the Common Room were mixed (\bar{x} , 3.9), due to overcrowding and lack of amenities. A minority of respondents commented upon its 'undesirable attraction during free periods', placing a high premium on self-discipline and academic motivation.

Students were generally well disposed to the SOCIAL activities provided within extra-curricular activities (a number of functions had been arranged during the induction period to foster more rapid social integration). In their own words, the opportunity for social-contact outside the daily timetable had 'helped to cement new friendships', and 'created other contacts' above and beyond those dating from the pre-entry phase.

Six items achieved a Satisfaction index between 4.0 - 4.49, which is still a 'favourable' reaction.

As previously pointed out, many students emphasised the need to create a suitable institutional environment for successful social integration.

Both Staff/Student and Inter-Student relations achieved satisfaction means (\bar{x}) of 4.2, and there were only a few criticisms in this direction.

A few individuals complained of 'limited social contact with staff outside the class-room situation' and that 'some staff seem rather remote and impersonal, appearing to

care little for student welfare or problems'. However they were heavily outnumbered by favourable comments, e.g. 'treated as adults by staff' and 'they are willing to help with any difficulties'.

Overall opinion definitely supported the view that transfer at 16+ did not create major social integration problems. A relatively homogenous new community had been quickly conceived, although relationships with Second year (Upper Sixth) students were less satisfactory.

Around 8% of the cohort (mainly students from smaller 11-16 schools) complained of estrangement from their friends, due to isolation in registration groups. While the College's administrative policy makes this unavoidable, it placed great strain upon their survival skills. A further minority suggested that integration was hampered by the survival of 'school cliques', with the bigger schools providing most representatives on Students Council and other Committees.

Academic achievement, measured by external examination results must be a primary target of a Sixth Form College. Yale aims to inculcate the work ethic among the new entry by a process of learning through experience. Therefore, compulsory Private Study is timetabled, and supervised rooms are provided, where personal study programmes can be pursued. Most students who mentioned this item (26%) affirmed its value as a study skills measure (\bar{x} , 4.2), but a few reacted strongly to any constraint upon their personal freedom during non-lecture periods.

Comments on Private Study were often inextricably linked with the whole question of Study Skills and related issues (63%). Twenty eight per cent mentioned the great disparity between Ordinary and Advanced level standards, the increased work load, and questioned their own ability to cope with the additional demands. The mean (\bar{x} , 3.9) recorded shows that they were not fully satisfied with the guidance received. Some criticised the lack of a structured homework timetable to help them organise their work schedules. The frequency with which Academic matters was raised by students, conveys a clear indication of their concern with this fundamental organisational goal.

References to Curriculum and Timetable organisation produced a satisfaction index (\bar{x} , 3.6) which placed this theme in 16th position (Frequency table). Most students welcomed the idea of free periods, but were aware of the self-discipline problems created. Criticisms regarding timetable overcrowding generally came from students pursuing extra 'O' level resits in addition to their Advanced level programme. On the whole, the average 40 minute duration of lectures elicited a favourable reaction.

Just over half the essays submitted contained references to Teaching Standards in the College. The mean (3.8, \bar{x}) suggested reasonable satisfaction with staff performance; a view reinforced by phrases such as 'highly qualified', 'very experienced' and 'highly dedicated'. Criticism was varied, covering technique, content and mode of delivery. Some found difficulty in coping with 'the excessive speed

of delivery' and 'the rate at which we cover new work', while others found it difficult to distinguish salient from peripheral facts, producing lecture notes that became a 'garbled version of the original', with 'frequent omissions'.

The 'College' image is designed to stimulate a feeling of personal freedom within sensible limits. However, the institution operates within Secondary school regulations and therefore certain disciplinary guidelines are essential. Internal truancy is monitored through the maintenance of class registers, while daily absence must be explained, and departure from College during the day recorded in the Administrative Office. Use of the terms 'College', 'Principal', and 'Lecturers' had clearly led some students to expect less constraint. This may partly explain the relatively low score (\bar{x} , 3.9) for the Discipline theme. Yet, most respondents clearly welcomed the limited relaxation of rules. However, a small minority (6%) maintained they would welcome a more authoritarian system to establish precise disciplinary limits and produce a more stable, regulated environment.

A further ingredient in disciplinary relaxation has been the rejection of a standardised uniform, although every effort is made to discourage 'fringe' trends. Less than 2% of essays contained a reference to this subject, but \bar{x} , 4.4, leaves little doubt that most of these were in favour of its abolition. There was a small minority who considered that 'some students look scruffy' and 'their appearance lowers the tone of the College'. A few respondents, (all girls) commented adversely on the

'un-necessary expense' resulting from 'the need to change outfits several times a week.'

Maturing adolescents are often hypercritical of regulations which limit their participation in decision making. To avoid this potential source of student unrest, the College has encouraged the establishment of a Student Council consisting of elected officials and group representatives guided by a Staff Warden who acts in an advisory capacity.

Most comments received (frequency, 25%) strongly supported the principle of student autonomy (\bar{x} , 4.4), but there was some criticism of the system's practical effectiveness.

Voting procedures employed in the election of delegates were questioned on two grounds. First, it was felt that elections in early October were too early, preventing students from knowing all candidates involved, while the opinion was voiced that only candidates from the larger contributory schools had any real hope of being elected at that point, owing to 'school allegiance'.

A minority felt that the underlying 'democratic' principle was merely illusory, that Council decisions were too constrained by staff interference, while its terms of reference were too narrow, making it totally ineffective outside the Social sphere.

In addition to subject based, examination oriented courses, most Sixth Form institutions offer a selection of Liberal and Complementary Studies. 'As well as filling a compensating role, courses of this nature can provide opportunities for students to develop new interests and

leisure time activities'. (Dean et al, 1979).

The provision of this Curriculum component in the Lower Sixth timetable did not receive whole-hearted support from the group. An \bar{x} of 3.1 placed it firmly near the lower end of the rank order table (19th). Most antagonism was directed towards the nature of courses provided in the Yale format, rather than against the basic principle of broadening educational horizons.

Finally, three further items produced mean (\bar{x}) Satisfaction scores of < 3.5 (on 1-5 scale).

Few comments regarding the College building were favourable, although one student described it as, 'suitably functional'. Some respondents were scathing in their condemnation of a 'grey, drab', 'uninspiring facade', producing a 'concrete monstrosity'. Others felt that teaching space was adequate, although the external appearance was 'dismal'.

To date, this summary of initial test essay results has adopted a simple statistical format to (1) describe and (2) rank the Student Attitude criteria. However, the views expressed were not unanimous, as evidenced by the Standard Deviation Values provided in Table 6.0.7.

The twenty items have been divided into two groups according to Attitude consistency (based on Standard Deviation, 5). This aspect of the results must be borne in mind when interpreting the data. Subjective assessment suggested that there was greater unanimity concerning the High scoring themes, (note that Rank order 1-4 is virtually identical for \bar{x} or s), while the converse was also generally

TABLE 6.O.7. STUDENT ATTITUDES : INSTITUTIONAL PROCESSES

DATA DISPERSION (STANDARD DEVIATION, S)

GROUP A : CONSISTENT VIEWS (S = < 1.0)

<u>RANK(S)</u>	<u>'S'</u>	<u>THEME No.</u>	<u>THEME LABEL</u>	<u>\bar{x}</u>	<u>RANK (\bar{x})</u>
1	0.4	16	COMMUNITY SERVICE	4.9	1
2	0.7	4	LIBRARY	4.7	2
3	0.9	20	COFFEE BAR	4.7	2
4	1.0	10	SOCIAL LIFE	4.5	4

GROUP B : INCONSISTENT VIEWS (S = > 1.0)

5	1.1	2	STUDY SKILLS	3.9	11
5	1.1	12	STUDENT AUTONOMY	4.4	5
7	1.2	6	INTER-STUDENT RELATIONS	4.2	8
7	1.2	13	UNIFORM	4.4	5
7	1.2	3	STAFF/STUDENT RELATIONS	4.2	8
7	1.2	15	CLUBS & SOCIETIES	4.3	7
11	1.3	8	COMPULSORY PRIVATE STUDY	4.2	8
11	1.3	14	COMMON ROOM	3.9	11
11	1.3	1	TEACHING STANDARDS	3.8	15
11	1.3	5	CURRICULUM TIMETABLE ORGANISATION	3.6	16
11	1.3	9	DISCIPLINE	3.9	11
16	1.6	17	BUILDING/FABRIC	3.5	17
16	1.6	18	COMPLEMENTARY STUDIES	3.1	19
18	1.7	19	SCHOOL MEALS	3.0	20
18	1.7	7	STATIONERY; BOOKS, EQUIPMENT	3.9	11
20	1.8	11	PASTORAL CARE	3.3	18

true (none of last nine items on the Standard Deviation rank order list scored \bar{x} , > 4.0). A Spearman's Rank coefficient of $r = 0.87$ for \bar{x} and s demonstrates this close association.

This quantification of subjective data at least permits us to explore statistically the relative contribution of each thematic variable to the measures of student attitude. However, the 'subjective' component cannot be neglected, since it provides the 'hunches' from which hypotheses are originally derived.

ANALYSIS OF VARIANCE:

Analysis of Variance facilitates the assessment of the effects of selected independent variables on a single interval scaled dependent variable, whilst allowing the researcher an opportunity to determine the order in which the individual variables are included in the analysis. The inclusion of ACAD, SOCLASS etc., in the first stage of an Analysis of Variance effectively randomises these attributes for each student, whilst the second stage analyses the residual variability for students in the experimental category. Data description is replaced by an investigation of possible causal factors which may have influenced Attitude data results.

The technique was first introduced by Fisher (1951), who contended that every experiment may be said to exist in order to give the facts a chance of disproving the Null hypothesis. (Details of the One way Analysis of Variance technique is provided in Chapter 5). The precise degree of relationship between the dependent variable (Attitude Score) and selected independent variables is shown by the 'F' ratio,

which is later tested for Statistical Significance. For purposes of this research, the .05 Rejection level for the Null Hypothesis is sufficiently rigorous.

Chosen Student Profile Indices forming the independent variables fall into two distinct groups. The first consist of Institutionally derived features, some of which are legacies of the Feeder school environment transferred across institutional boundaries, e.g. Academic achievement (measured by 'O' Level and C.S.E. performances, June 1979). Others in this group are specific to the Yale context; e.g. Administrative (Registration) categories, Advanced level course patterns and structure, Sixth Form examination results (means \bar{x} of term and sessional examinations in Lower Sixth) and participation on LINK courses with the Further Education College (N.E.W.I.) on the same campus.

Many sociologists would look outside the School based processes for factors influencing student perception and Attitude. Among the relevant External processes selected for investigation are; the SEX variation within the group, SOCIO-ECONOMIC STATUS (based upon Head of Household occupation) and previous SIBLING links with the College. The mean Socio-Economic group value, based upon the five category classification used (see Chapter 5, Table 5.0.3) was 2.52. This implies that the selected cohort was normally distributed, without a marked skew into either the upper or lower limits of the Manual/Non-Manual classes chosen.

Five contributory schools lie within the urban boundary of Wrexham, while the others occupy its rural hinterland. Information regarding the Socio-Economic character of their

catchment areas is provided in Chapter Two, (see Tables 2.0.3 and 2.0.5). It emphasises the social heterogeneity of each student intake. The question was whether this social differentiation indicated by Feeder school derivation would significantly affect the distribution of Attitude scores. (see Table 6.0.8).

RESULTS:

There is no statistically significant difference in Students' Attitude to Yale Sixth Form College, by FEEDER SCHOOL, all other things being equal.

TABLE 6.0.8. STUDENT ATTITUDE BY FEEDER SCHOOL

<u>FEEDER SCHOOL</u>	<u>NUMBER (1979)</u>	<u>ATTITUDE SCORE (\bar{x})</u>	<u>(S) STANDARD DEVIATION</u>
1	45	85.1	15.9
2	13	90.1	11.8
3	19	81.8	16.7
4	34	81.5	15.9
5	38	82.0	15.4
6	59	79.0	15.9
7	16	96.3	10.8
8	16	82.9	13.7

(F = 1.19; p = 0.31)

On the whole, the means are fairly evenly distributed with an absolute range of 11.1, while 'S' values suggest a considerable measure of Attitude spread among each school group. Only one school (No. 2) achieved a mean (\bar{x}) above 90, while School 6 was the only one to produce a score outside the 'Favourable' category (81-100). The 'F' value (1.19) was well below the critical value (2.10) needed to reject the null hypothesis at 0.05 level, and there was a high probability (31/100) that this score pattern could be the result of chance factors. Therefore, the alternative hypothesis cannot

be substituted and results suggest that there is no statistically significant difference in students' attitude to Yale Sixth Form College, by feeder schools, other things being equal.

Entry to the College followed the external (W.J.E.C.) examinations (June 1979) and Academic achievement (September 1979) was an externally derived profile characteristic (each index recorded the actual number of subjects passed (Ordinary Level A B C/CSE. Grade 1) rather than a more sophisticated measure based upon percentage passes or the spread of grades achieved (see Chapter 5). On this basis, the number of passes varied between 1-11 subjects, and, using this information as the independent variable, produced the data summarized in Table 6.0.9.

HO₂ There is no statistically significant difference in Students' Attitude to Yale Sixth Form College by level of ability (measured by ACADEMIC PERFORMANCE in External examinations) on entry, other things being equal.

TABLE 6.0.9. S STUDENT ATTITUDE BY ACADEMIC PERFORMANCE
(ORDINARY LEVEL, PRE-ENTRY)

*ABILITY (NUMBER OF SUBJECTS PASSED)	STUDENT NUMBER	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION(S)
1	2	70.5	4.9
2	13	91.3	12.1
3	23	85.8	14.9
4	26	82.7	15.6
5	21	78.6	23.0
6	31	82.1	15.9
7	33	82.6	15.3
8	30	80.0	13.8
9	22	79.3	16.1
10	25	82.0	11.8
11	14	85.7	9.3

(F = 1.04); p = 0.41)

*(PASSES; ORDINARY LEVEL GRADES A B C; CSE. GRADE1)

There was considerable variation in the recorded Attitude means exemplified by an absolute range of 20.8, but no specific overall pattern is revealed. Again, the F value, 1.04 lies well below the significant level at 0.05 confidence levels (1.83). Therefore, there is no valid reason to reject the null hypothesis, confirming that external Academic performance had no apparent influence upon Attitude generation among these students.

Operating within the 16-18 Secondary school sector, the College is obliged to arrange daily Registration, monitoring absenteeism and internal truancy. Registration groups contain students with similar Advanced level subject categories (Science, Arts, Mixed), while non A-Level students are scattered among them. This formula produced the following Registration pattern.

TABLE 6.1.0.

GROUPS		CATEGORY	SIZE (STUDENTS)
IDENTITY	NO.		
12-14	3	SCIENCE	68
15-19	5	ARTS	97
20-22	3	MIXED	75
			240

The pattern of Attitude scores (\bar{x}) was analysed using ACADEMIC CATEGORY (CATEG) as an independent variable. (see Table 6.1.1.).

HO₃ There is no Statistically significant difference in Students' Attitude to Yale Sixth Form College by ACADEMIC CATEGORY other things being equal.

TABLE 6.1.1. STUDENT ATTITUDE BY ACADEMIC CATEGORY

ACADEMIC CATEGORY	COMPUTER IDENTITY NO.	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION (S)
ORDINARY	0	10	80.2	19.8
LEVEL	1	68	84.6	11.9
SCIENCE	2	97	83.4	15.9
ARTS	3	65	79.0	16.7
MIXED				
		240		

$$(F = 1.37 : p = 0.25)$$

The uniformity of means is obvious, but only 50% of the Academic categories achieved scores within the 'Favourable' class (81-100), although the others were only slightly below the class interval base.

Once again, the F value lies well below the 0.05 critical level (2.60) and the null hypothesis was rejected.

Variance analysis of Attitudes based upon REGISTRATION GROUP membership produced the following results. (Table 6.1.2.).

H_{04} There is no statistically significant difference in Students' Attitude to Yale Sixth Form College by REGISTRATION GROUP, other things being equal.

TABLE 6.1.2. STUDENT ATTITUDE BY REGISTRATION GROUP

REGISTRATION GROUP IDENTITY NO.	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION (S)
12	24	94.0	7.5
13	23	82.9	14.5
14	21	83.5	12.4
15	21	82.8	15.6
16	21	88.5	11.7
17	21	86.8	11.6
18	18	71.1	20.8
19	16	78.7	18.8
20	29	74.1	19.2
21	26	81.2	14.3
22	20	85.1	14.6

($F = 2.06$: $p = 0.02$)

Once again, there was a degree of spread in the Attitude scores (absolute range 19.9), with three groups achieving means (\bar{x}) outside the top (Favourable) category (18, 19, 20). In this case, the F value (2.06), is slightly higher than the necessary critical figure. Thus, the Alternative hypothesis can be accepted, implying that this institutional grouping system had influenced student perception of the college.

Comparison of these two results raises an interpretive dilemma. Registration groups are organised on a Course Structure framework. However, analysis of Attitude scores using Academic Categories supported acceptance of the null hypothesis, while a similar investigation using Registration classes as the independent variable substantiated substitution of the alternative hypothesis.

By implication, similar Academic interests and time-tables had not significantly affected the pattern of student attitudes, but the daily opportunity to exchange ideas and opinions in an extended Registration period apparently stimulated group consensus.

Upon registration, (immediately following publication of Ordinary level results), Advanced level students are required to state their subject options. These may vary from 1-3 in number, according to whether they are accepted on a 2 or 3 year course. Therefore, (with the inclusion of the non-Advanced level minority), information on Number of Advanced level courses was coded 0-3 and used for further analysis.

Ho₅ There is no statistically significant difference in Students' Attitude to Yale Sixth Form College by NUMBER OF ADVANCED COURSES studied, other things being equal.

TABLE 6.1.3. STUDENT ATTITUDE BY NUMBER OF 'A' LEVELS STUDIED

NUMBER OF 'A' LEVELS STUDIED	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION (S)
0	10	81.2	19.8
1	20	91.6	6.8
2	32	83.5	19.2
3	178	81.6	14.8

$$(F = 2.08 : p = 0.08)$$

All mean scores (\bar{x}) occupy the highest Attitude category (\bar{x}), 81-100). Reference to the data, reveals the 'F' figure is below the 0.05 significance level, inferring that the number of subjects studied in College made no sizeable impact on Student perception. This result was predictable, since Academic achievement, which largely guides Advanced level course decisions, had previously shown no impact upon the cohort's attitudes.

Due to the Education Authority's staffing ratio of 12.5 : 1, Yale is unable to offer the complete range of Subject options, particularly in courses with a Vocational or practical basis.

To widen the curriculum base, LINK COURSES have been established with the North East Wales Institute of Higher Education (Aston College), e.g. ELECTRONICS, COMPUTER STUDIES, CLOTHING & TEXTILES, and MUSIC. A number of individuals commute daily between the institutions. Free of Secondary school regulations, serving a wider ability range and offering a greater variety of courses, disciplinary controls at Aston are less rigidly administered. Would those students

who experienced this extra freedom react against the more regulated atmosphere within the Sixth Form College? To test this hypothesis, the Attitude scores of LINK COURSE students was isolated and an analytical comparison between the two groups undertaken.

H_{06} There is no statistically significant difference in Students' attitude to Yale Sixth Form College by LINK COURSE experiences, other things being equal.

TABLE 6.1.4. STUDENT ATTITUDE BY LINK COURSES (N.E.W.I.)

LINK COURSES (ASTON)	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION(S)
PARTICIPANTS	50	82.1	13.9
NON- PARTICIPANTS	190	82.7	15.8

($F = 0.005$; $p = 0.82$)

Even a cursory examination of the data shows that distribution is not statistically significant. The mean scores produced by each group were virtually identical, while the probability of achieving this result by chance was extremely high (82 in every 100).

This analysis of independent variables covering Academic processes, is concluded by reference to Internal Examination performance, based on the results in term (Xmas. 1979) and sessional (May 1980) examinations. These results were recorded and overall (\bar{x}) marks calculated. To facilitate computer analysis, the latter were grouped into six hierarchical class intervals, arbitrarily chosen to reflect the full range of achievement. (Since the test essays were

written well in advance of these examinations, it may be more realistic to seek a correlation between these results and the final attitude scores, 1981). However the exercise appeared justifiable, based on a hunch that early student perception of Yale might reflect their ability to cope with the more searching academic assessment.

HO₇ There is no statistically significant difference in Students' Attitude to Yale Sixth Form College by INTERNAL EXAMINATION PERFORMANCE, other things being equal.

TABLE 6.1.5. STUDENT ATTITUDE BY INTERNAL EXAMINATION RESULTS (1979-80)

CLASS	EXAMINATION MARKS (\bar{x})	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION(S)
1	1-30	16	77.8	
2	31-45	57	85.3	
3	46-55	87	80.9	
4	56-65	57	82.9	
5	66-80	19	83.8	
6	81-100	4	87.3	

-(F = 0.99 ; p = 0.42)

Once again the F value lies below 1.0 and the probability of achieving this result by chance is quite high (42 : 100). Thus any significant treatment of Attitude by examination performance can be ruled out. However, if one disregards the class 2 anomaly, there is a hint that Attitude scores increase as examination results improve. Since it has been shown that this reaction is not a response to Academic ability, it may suggest the first signs of disillusionment, as students find it increasingly difficult to cope with Advanced level work. If this is true, an even more significant correlation should exist by the end of the Second Year Sixth. (see Chapter Seven).

Non-School based profile indices reflect the cohort's residential and social backgrounds. Details of Parental occupations from record cards was matched against a modified Hall-Jones index of Occupational Prestige, to produce a SOCIO-ECONOMIC analysis. Five categories were identified and Table 6.1.6. provides a summary of Variance results, based on this variable.

HO₈ There is no statistically significant difference in Students' Attitude to Yale Sixth Form College by SOCIO-ECONOMIC classification, other things being equal.

TABLE 6.1.6. STUDENT ATTITUDE BY SOCIO-ECONOMIC STATUS

GROUP	SOCIO-ECONOMIC CATEGORY	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION(S)
1	UPPER NON-MANUAL	48	80.71	15.9
2	LOWER NON-MANUAL	73	82.77	15.3
3	UPPER MANUAL	78	82.26	16.1
4	LOWER MANUAL	28	85.57	12.0
5	DECEASED/NOT IDENTIFIED	13	83.92	16.8

$$F = 0.48 \quad : \quad p = 0.75$$

Contrary to expectations, Attitudes did not vary significantly with parental occupation and status. Once again, the distribution of Attitude scores is remarkably uniform, although 'S' levels display a considerable spread of opinion; of course, it could be that the influence of the social class variable is most potent at the time when the decision is made whether or not to continue formal education after sixteen.

The selected group contained marginally more girls; subjective perusal of the scripts had suggested that female respondents held a slightly less favourable view of institutional processes. Although, this never amounted to a substantive

hypothesis, the possibility justified a more precise statistical analysis (see Table 6.1.7).

HO₉ There is no statistically significant difference in Students' Attitude to Yale Sixth Form College according to SEX, other things being equal.

TABLE 6.1.7. STUDENT ATTITUDE BY SEX

SEX	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION(S)
MALE	111	84.01	15.3
FEMALE	129	81.41	13.9

$$F = 1.71 \quad : \quad p = 0.19$$

The analysis shows that there is statistically no significant difference between the scores of male and female students. At this stage, only one other non-institutional (external) was included in the computer list of independent variables; (FAMILY). This identifies the existence of previous sibling links with the College, in the person of older brothers or sisters. There was a possibility that prior contact and familiarity with Yale through domestic conversations might have established pre-conceived attitudes towards the institution affecting distribution of the dependant variable. Examination of analytical results, Table 6.1.8, reveals that the null hypothesis was substantiated, and that previous knowledge of institutional processes had no bearing upon the attitudes of the present cohort.

HO₁₀ There is no significant difference in Students' Attitude to Yale Sixth Form College resulting from FAMILY links, all other things being equal.

TABLE 6.1.8. STUDENT ATTITUDE BY FAMILY LINK

FAMILY LINK	SIZE	ATTITUDE SCORE (\bar{x})	STANDARD DEVIATION(S)
YES	54	82.17	15.19
NO	186	82.70	15.45

$$F = 0.005 : p = 0.82$$

On reflection, it appears that relatively few significant treatment factors influencing student attitudes have been identified by the analysis, and in most cases the null hypothesis (H_0) could not be rejected, see Table 6.1.9.

VARIANCE ANALYSIS : RESULTS SUMMARY. TEST 1 (1979)

PROFILE INDEX INDEPENDENT VARIABLE)	'F'	'P'	H_0
1 FEEDER SCHOOL	1.19	0.31	Accepted
2 ACADEMIC PERFORMANCE	1.04	0.41	Accepted
3 ACADEMIC CATEGORY	1.37	0.25	Accepted
4 REGISTRATION GROUP	2.06	0.02	Rejected
5 NUMBER OF 'A' LEVELS	2.08	0.08	Accepted
6 LINK COURSES (ASTON)	0.005	0.82	Accepted
7 INTERNAL EXAM. RESULTS	0.99	0.42	Accepted
8 SOCIO-ECONOMIC STATUS	0.48	0.75	Accepted
9 SEX	1.71	0.19	Accepted
10 FAMILY	0.005	0.82	Accepted

However, since the primary aim was not to test the validity of pre-conceived substantive hypotheses, a negative result is equally valuable, since it eliminates possible treatment processes from the investigation.

Student perception of the innovative programme is apparently highly personalised, while the 'Favourable' consensus opinion at the entry stage was definitely not dictated by profile characteristics derived externally and established prior to institutional transfer. It was equally clear that variations in course programmes had little impact upon attitudes, although there was a hint that the latter

partly reflected the individuals' ability to cope with academic demands, as measured by internal examination performance. Final test results should reveal whether the correlation became more significant over time. The Registration Group, sharing a common Personal Tutor, is a new focus of Group identity and provides a daily opportunity for discussion, dissemination of ideas and eventual adoption of opinions.

CHAPTER SEVEN: STUDENT ATTITUDES AND PERCEPTION AT ENTRY
(1979)

PART A1 : AN ILLUMINATIVE ASSESSMENT

Although informative, statistical tables and graphs do not convey the 'feeling' behind respondents' answers. Accordingly, the evaluation technique employed in this section belongs to an 'anthropological' research paradigm, set in a particular Sixth Form College 'learning milieu'. The purpose is to 'illuminate', to unravel the complex scene, isolate significant issues, and establish tentative cause/effect relationships between process and reaction, while avoiding hypothetico-deductive objectives.

Since the original essay data was complex and heterogenous, the breadth of enquiry demanded reduction, to help clarify and interpret the programme.

This was achieved by 'progressive focussing' on a narrow band of emergent issues identified from the essays, employing individual interviews with a respondent sample. Primary concern is 'with description and interpretation, rather than measurement and prediction'. Parlett & Hamilton (1972) p.3.

The aim was to establish how the total context influences the participants. Traditional psychological distinctions between 'cognitive' and 'affective' are disregarded, in the belief that phenomena of crucial educational significance, i.e. student attitude and perception of the organisation, arise as responses to the total programme. The school is a dynamic system and must be judged through the medium of its day to day influence upon student perception, in addition to its

material constraints of buildings, fabric etc.

Since interviews with the entire population set were not feasible, successful use of this evaluative technique depended upon the choice of a truly representative sample. (The philosophy underlying the choice of a 'stratified', rather than 'random' sample has been explained in Chap. 5). All shades of opinion recognised in the essays were represented, along with a balanced sex ratio, see Table 5.0.8.

There are inherent problems in the use of subjective verbal statements for illumination, not least the dependence upon eventual personal interpretation of qualitative data. Some precautionary tactics were involved to minimize this problem. While the content of each separate interview schedule ('entry' and 'departure') was varied, the same question 'format' was adopted throughout and some questions were repeated to facilitate comparison. (see Appendix, A2 and A4). Typical responses, in the form of selected quotations, are included to illustrate the type of evidence accumulated; allowing outsiders to judge the accuracy of research conclusions.

The purpose of the exercise may be deemed illuminative in fulfilling three basic objectives:

- 1) an 'indepth' investigation of all attitude themes included in essays,
- 2) the identification of related issues not introduced in essay content,
- 3) provides an opportunity for interviewees to partly dictate the interview topics; the provision of 'trigger mechanisms' to stimulate personalised reactions.

Space does not permit full transcripts of each interview. This means that little can be conveyed of the personal qualities which made the interviews an enjoyable experience. Perhaps the most notable feature was the lack of homogeneity among the group, which displayed a great range of intelligence, quickness of wit, confidence, verbal fluency, social ease, levels of anxiety and the qualities of ideas expressed.

Hopefully, the inclusion of selected quotations will allow the reader to 'sense' student reactions and obtain some insight into the sample's inherent character. We must not lose sight of the fact that social structure cannot only be conceived as a system of relationships, over and above the individuals who comprise it. Society is, 'a process of creative interpretations by individuals who are engaged in a vast number of concerted interactions with each other.' Hillier (1973). see Sharp & Green op cit; p. 17.

The initial interview was divided into twelve sections, each covering relevant elements of the research programme.

1. VOCATIONAL:

It was decided at the outset that any investigation seeking to assess student perception of an optional Education system must establish the REASONS for entry. When asked why they had decided to continue their full-time education at 16+, the answers included;

'A higher standard of job becomes available'.

'Getting more qualifications to qualify for a University course'.

'Because it makes potential careers more fulfilling and enjoyable'.

'I enjoyed school, therefore, I wanted to carry on with my

.education'.

'Couldn't find a job, therefore decided to stay on at school'.

Although reasons vary, the VOCATIONAL elements dominated a high proportion of replies. Students clearly view the Sixth Form as a transition phase between school and Higher Education. The immediate earning capacity is sacrificed for the prospect of deferred gratification. Seventy one per cent of the students questioned mentioned the word 'job' or 'career' in their answer. Only 9% felt that parental directives had influenced their decision, but only 13% completely dismissed any parental involvement. Most of the group (78%) recognised the existence of parental encouragement and guidance.

Reference has been made elsewhere to a questionnaire completed in January 1980 which identified the Yale : Feeder school preference ratio (after one term) at approximately 5 : 1 (82% : 18%). A similar type of question, regarding preference between 'transfer at 16+' or 'continued progression within a 11-18 school', provoked a very similar response, 78% being in favour of the former alternative.

The penultimate question in this section, sought to clarify student perception of the most important criteria for the success of a Sixth Form establishment.

'A good standard of teaching'

'Well qualified staff'

'Tutors who understand the problems of students and
treat them as equals'

'A high success rate at 'A' level'

'An atmosphere conducive to work'

'Enough free time for private study'

'Academic opportunity : a combination of staff
expertise and excellent facilities'

'Lecturers who are able to get the message across'

'Teachers having an understanding attitude towards
student problems'.

Perhaps the most interesting aspect of these replies is the emphasis placed upon the Academic, rather than the social role of the organisation (59% mentioned 'teaching and study processes'). Primary student concern was with academic opportunity and performance, although once again many recognised the importance of a harmonious social climate to ensure academic development.

When the subjects were asked to identify the main DIFFERENCES (if any) discerned between School and College, the answers included:

'Given more freedom and independence'

'You have to do a lot more work on your own'

'There aren't any very young pupils'

'Relationships between staff and students are a lot
more informal'

'All the people in the College are of equal maturity'

'There is no school uniform'

'Less disciplinary control over students'.

These statements reinforce an impression that the existence of an 'adult environment', represented by greater personal freedom (53%); and the development of a mutual trust between lecturers and students ((19%), is seen as a

vital ingredient in the success rating of the College. Several interviewees favoured the opportunity to mix with other individuals of the same age possessing a similar range of interests, thereby extending their range of social contacts.

2. TRANSFER AT 16+ :

Seventeen members of the interview group admitted having experienced some degree of personal disturbance due to transfer, although only 4% classified them as 'serious'. This infers that transfer problems may not be as frequent as opponents of the Sixth Form College system contend. Of course, interviews were only conducted with those who actually transferred to the College and a more detailed analysis would require further interviews with a sample of 16 year olds in the Feeder schools.

Respondents were encouraged to talk freely about their initial experiences in College, in order to identify the nature and causes of the problems which arose. Gradually a distinctive pattern emerged, as shown by the following quotations.

'Getting down to work and having to study by yourself'

'Getting used to so much work, homework and the pressure of work'

'Did not know anyone in my classes who came from my previous school'

'Found studying rather difficult at first, while it was also difficult to adjust to the higher standard of work'

'Although there are fewer people than in my old school, you see them less often. Therefore, a real effort to mix has to be made'

'It was difficult to adjust to the greater freedom, makes self-discipline very difficult'

'Advanced level work is so demanding in terms of both amount and difficulty'

'Making new friends; most people already seemed to be established in existing groups'.

Once again, the importance of social intercourse as an integration factor was stressed by 28% of the group, but gradually the euphoria of the initial essay period was giving way to the stark realism of Advanced level demands. Twenty two percent mentioned the difficulty of A Level studies and the heavier work load.

When asked whether Transfer problems might be relieved by a prolonged INDUCTION period to allow organisational and social familiarisation, only 11 (34%) replied in the affirmative. Most students felt that settling quickly into the College routine had helped them to acclimatise more easily.

3. SOCIAL RELATIONSHIPS:

(a) INTER-STUDENT :

Attention was now diverted to a review of internal Social relationships and related issues. Questions were designed to identify the level of integration among this newly created heterogeneous group, derived from a multiplicity of educational and social backgrounds, and also with their older brethren in the Upper Sixth.

Clear hints from the essays suggested that Feeder school groups were still perpetuated as 'group sub-cultures' during the immediate post-entry period and to some extent prevented or delayed the development of an overall Yale student identity.

'At first they tended to stick together,' now you can see more mixing taking place'.

Sixty per cent of the interviewees agreed with the view expressed in this quotation that barriers were gradually breaking down. However, another 28% felt that integration had 'occurred almost immediately', while the final 6% were undecided.

There was substantial agreement that integration between the new intake and their older contemporaries, was virtually non-existent during the initial phase. Strong differentiation processes separated the two year groups and the age barrier was difficult to surmount. Some exceptions existed, usually where friendships predated College entry, e.g. through residential affinity, sporting contacts. Surprisingly, previous Feeder school contacts seemed to be largely ignored and evidently the older group jealously guarded their control over College activities and decision making roles.

Student views regarding the degree of successful social integration between various elements in College society were assessed using a three point scale, see Table 7.0.1.

TABLE 7.0.1. SOCIAL INTEGRATION AMONG COLLEGE STUDENTS

GROUP IDENTITY INDEX	(1)SUCCESSFUL		(2)MODERATELY SUCCESSFUL		(3)UN-SUCCESSFUL	
	No.	%	No.	%	No.	%
SEX	25	78	5	16	2	6
SOCIO-ECONOMIC CATEGORY	26	81	0	0	6	19
ACADEMIC ABILITY	15	47	0	0	17	53
SUBJECT GROUP (ARTS, SCIENCE, MIXED)	26	81	0	0	6	19

The data is self-explanatory and the conclusion drawn is that inter-student relationships at most levels had been reasonably successfully cemented. However, the barrier of academic status appears to be divisive and the streaming factor identified by Lacey (1970) could still be active, although the groupings are largely 'subject', rather than 'ability' orientated. This may stem from a conflict of interests, rather than a conscious decision not to mix.

According to most of the respondents, the group heterogeneity and sub-cultural affiliation gradually broke down with time. Therefore, an attempt was made to identify the institutional processes which successfully stimulated these new friendship ties, see Table 7.0.2.

TABLE 7.0.2. : FRIENDSHIP STIMULATION PROCESSES

RANK ORDER	PROCESS	SIZE	%
1	LECTURE GROUP MEMBERSHIP	18	57
2	REGISTRATION GROUP MEMBERSHIP	9	28
3	SPORTS ACTIVITIES	2	6
4	SOCIAL ACTIVITIES	2	6
5	MUTUAL INTERESTS	1	3

Since the ratio of contact time between Subject and Registration periods is around 6 : 1 (320 : 50 minutes per week), the former's domination as a source of new contacts

is unexpectedly low. This suggests that the more relaxed atmosphere during the Registration periods offers a more conducive setting for stimulating per relationships, per unit of contact time.

(b) STAFF : STUDENT RELATIONS

Investigation into inter-personal relationships would not have been complete without reference to the Staff : Student situation, both inside and outside the class contact situation.

A decision was made to limit the scope of investigation by focussing upon FOUR specific interaction themes;

- a) Personal relationships
- b) Discipline
- c) Teaching methods
- d) Pastoral guidance.

Students were asked whether they considered the staff approach in these matters to be different in any way from methods adopted in their previous schools.

Three fairly typical reponses convey the overall range of answers received.

'The Lecturers are much more helpful and treat you with greater respect'

'They seem to have more time for individuals and are prepared to give up their free time to help'

'They are much more friendly and interested; they don't try to place themselves above you'.

The recognition and acceptance of students as mature individuals and the development of a society organised on

the principles of mutual trust and shared goals, seem fundamentally important in attitude creation within the Sixth Form context.

4. DISCIPLINE:

A general relaxation of DISCIPLINE was noted and generally welcomed by 50% of the sample.

'Teachers don't have to be as strict and students don't mess about as much here, because they are older'.

'The discipline does not need to be as harsh, since people have chosen to come of their own accord'.

Another 34% emphasised the greater need for 'Self-discipline' at this level.

'Discipline at Yale is on a voluntary basis; if it needs to be enforced it defeats the whole purpose'.

'Discipline isn't as necessary; the staff leave it more to our responsible attitude'.

Not all those interviewed were in favour of the relaxation of disciplinary measures. One student summed up the views of circa 10% by stating;

'personally I would like a greater degree of control, which would force me to do my work'.

5. TEACHING METHODS:

The following set of quotations convey most of the issues raised regarding the TEACHING METHODS employed in the College:

'There is far more talking in class and fewer dictated notes, everyone is given more individual attention'.

'You are left to make more notes on your own - and fewer notes are dictated in class'.

'The pace of teaching is faster, but individuals can question anything not understood'.

'There is much more class discussion and less emphasis is placed upon pure memorisation'.

'You are encouraged to think for yourself and to make your own class notes during lectures'.

In all, 87% felt that the Teaching methods employed in the Sixth Form were different from those to which they had been accustomed up to Ordinary Level.

Most of those questioned recognised the emphasis placed on the development of new cognitive skills; particularly the importance of selection, relevance, analysis and interpretation, rather than data recall. 34% commented upon the greater need for self-motivation and self-reliance, with less 'spoonfeeding'. They saw the greater opportunity for class discussion as beneficial, although 22% were a little dismayed by the increased speed of delivery and coverage of individual topics, which made it, 'harder to keep up with the work'.

6. PASTORAL CARE:

In the Yale model, Pastoral Guidance is a co-ordinated process involving several interlinked components, although the fundamental student contact unit is the Personal Tutor, responsible for 12-15 individuals in each year group. Conversely, pastoral systems in the Feeder schools are based on either;

- 1.) A vertically integrated House Tutor system, or
- 2.) A horizontally integrated Year Tutor system, allowing far less opportunity for personal contact due to the larger numbers involved.

The timing of initial interviews meant that there had been little opportunity to cement firm student : Tutor relationship; yet the new system seemed very favourably received.

To conclude this section, an attempt was made to rate the effectiveness of pastoral guidance procedures in cushioning the impact of increased Academic demands and an increased work load (the effectiveness was rated on a 5 point scale, 1 : very ineffective to 5 : very effective), while the groups answers were directed towards seven selected guidance topics (see Table 7.0.3.)

TABLE 7.0.3.

GUIDANCE TOPIC	RANK ORDER	EFFECTIVENESS \bar{x} (1-5)
CAREERS	1	3.7
DISCUSSION & ANALYSIS OF CURRICULUM MATERIAL	2	3.6
ADJUSTING TO DIFFERENCES IN ACADEMIC STUDIES	3	3.4
BACKGROUND READING	4	3.1
PERSONAL STUDY MOTIVATION	5	3.0
EFFECTIVE NOTEMAKING	6	2.6
PLANNING WORK SCHEDULES	7	2.4

This data is open to two interpretations. Six out of the seven themes merited a mean score above 50% effectiveness rate and suggest an overall degree of satisfaction. However, all means (\bar{x}) hover around the middle band and possibly suggest that academic guidance techniques within

the College could be improved. Effective study skills may not emerge through 'trial and error', without the aid of an organised Study Skills guidance programme. Certainly, the students questioned were not entirely satisfied with staff performances in this field.

7. ACADEMIC STUDIES:

At each stage of investigation the students reaffirmed orally and in written essays the important contribution of the overt curriculum towards their overall attitude creation. Therefore, their evaluation of Academic opportunities within the College was sought.

A significant proportion (78%) indicated that they were satisfied with the range of Subject Options provided within the block timetable system and very few restraints existed regarding possible subject choice. A few criticisms were received;

- 1) 'Too much emphasis upon Academic subjects, with insufficient Vocational opportunity' (12%) (Commerce courses were consistently mentioned here).
- 2) 'Lack of initial guidance regarding course composition and insufficient clarification of Career requirements' (8%).
- 3) 'The inability to pursue a four-subject Advanced Level course' (2%).

The progress into 'A' Level studies requires the shedding of many subjects and their replacement by a specialised choice of 2-3 options. Did the new Sixth Formers see this chance as increasing or decreasing their work load? (see Table 7.0.4.).

TABLE 7.0.4. ASSESSMENT OF WORK LOAD
(COMPARISON OF 'O' & 'A' LEVEL STUDIES)

ASSESSMENT	SIZE	%
INCREASED LOAD	23	72
DECREASED LOAD	6	19
SIMILAR	3	9
TOTAL	32	100

Very few respondents were dissatisfied with their TIMETABLE format. 81% felt they received adequate subject contact time. Also, 82% were happy with the amount of free-time available for private study and social fraternisation. Most of those (13%) who held the opposite view, had a heavy Ordinary level resit commitment on top of their Advanced level courses. A few students (5%) felt they were allowed too much free time and this was invariably linked with personal study motivation problems.

The next set of questions probed student perception of the Study Facilities available within the College. Both Library and Private Study rooms are available, while compulsory Private Study is built into the Lower Sixth's daily timetable. (see Table 7.0.5.)

TABLE 7.0.5. ASSESSMENT OF STUDY FACILITIES AT YALE

* EVALUATION	SIZE	%
SATISFACTION	14	44
CRITICISM - MILD	13	40
STRONG	5	16
TOTAL	32	100

* Distinction made on Subjective Criteria.

Among the Critical group, the most common complaints were:

- 1) Overcrowding in the Library (67%).
- 2) Inadequate heating and lighting in the library annexe (17%).
- 3) Noise and disturbance element (6%).

'There is plenty of space available, but many rooms are cold'.

'The Library Annexe is depressing and the Library often overcrowded.'

'On the whole, the atmosphere is good, but the Library is overcrowded and sometimes the background chatting makes it difficult to concentrate'.

'Some of the rooms are large and impersonal; the mind tends to wander.'

The sample were sharply divided concerning the value of 'compulsion' as a strategy for inculcating the work ethic. When asked whether Private Study should be organised by the Individual or the College, the following pattern of answers was received. (see Table 7.0.6.).

TABLE 7.0.6. PRIVATE STUDY ORGANISATION

PRIVATE STUDY : PREFERENCE	SIZE	%
ORGANISED BY INDIVIDUALS	19	59
ORGANISED BY COLLEGE	13	41
TOTAL	32	100

The strong polarisation of differing opinions is summarised by these quotations:

'It must be left to the individual. If he wants to work he will. Otherwise, it will not be effective'.

'It must be organised; left to oneself, many people wouldn't bother'.

A slight majority held the view that Private Study was ineffective unless personally motivated; the College could command 'attendance' but not 'concentration'.

Attention was now diverted to Study Problems, with particular emphasis on their nature and degree. (see Table 7.0.7.)

TABLE 7.0.7. EXISTENCE OF STUDY PROBLEMS

STUDY PROBLEMS	SIZE	%
YES	20	62.5
NO	12	37.5
TOTAL	32	100.0

A substantial proportion of the sample were experiencing some form of study problem during this early stage of their Advanced Level career.

This issue was certainly one of the most emotive pursued and most students had little difficulty or hesitation in responding on this topic. An idea of the range of problems identified can be ascertained from these selected quotes:

'I can't get down to work and find learning the work difficult; wish we had more push from the staff'.

'Having enough self-discipline to actually get up and go to do some work'.

'I find myself too committed to extra activities and there doesn't seem to be enough time left to do school work'.

'There is a lot of free time. I don't always know what to do with it, so I keep putting the work off'.

Undoubtedly, one of the most difficult problems perceived by these maturing adolescents is to reconcile the pressure of academic and social demands upon their free time. There is a considerable problem of 'work motivation' (44%) and of coping with the 'higher educational standards' (29%).

In a Sixth Form College, opportunities for social fraternisation through extra-curricula activities are manifold and place an additional burden upon the shoulders of new students concerning their studies. The traditional Grammar school provided a more rigidly regimented system geared to academic progress. Emphasis on 'self-discipline' and 'self-motivation' was partly postponed until students moved on to Further or Higher Education at 18+. Interview returns suggest that 63% of the sample were finding it difficult to cope with these problems at a younger age.

Evidence of student study problems may be revealed by enforced or voluntary changes in academic course patterns, signifying an inability to cope, or disenchantment with individual subjects. Most of the group (80%) were happy with their choice of subjects. Seven percent had considered subject changes but eventually taken no action, while 13% had changed their course since the registration date.

8. COMPLEMENTARY STUDIES:

The next section focussed upon student perception of the role and value of Complementary Studies within the Sixth Form curriculum. Background reading, King (1976), Macfarlane (1978), Dean et al (1979) indicated a strong measure of disagreement

between educationalists and students, regarding the contentious benefits supposedly accruing from such a programme, ostensibly aimed at broadening educational horizons constrained by the inherent specialisation at 'A' Level.

When asked to indicate a positive or negative evaluation of the value of such courses, as a corollary to the overt, subject based curriculum, students replied, (see Table 7.0.8.).

TABLE 7.0.8. ROLE OF COMPLEMENTARY STUDIES

COMPLEMENTARY STUDIES : TREATMENT	SIZE	%
IMPORTANT	11	34
UNIMPORTANT	21	66
	33	100

Where students (34%) supported the concept of broadening the curriculum base, advantages recognised in the system included;

- 1) Provision of a 'mental break' from concentration upon examination subjects (18%).
- 2) An improvement in general knowledge (10%).
- 3) Developing an appreciation of Social and Life Skills (6%).

Some of the group (19%), suggested that the 'principle' had some merit but was un-successful in 'practice'. The question which naturally followed was whether the high rate of dissatisfaction recorded lay in the specific nature of the Yale programme. Therefore an attempt was made to ascertain the effectiveness of the minority courses provided, in terms of 'enjoyment' (measured on a three point scale). see Table 7.0.9.

TABLE 7.0.9. COMPLEMENTARY STUDIES : YALE PROGRAMME

COMPLEMENTARY STUDIES : RATING	SIZE	%
(1) STIMULATING	6	19
(2) MEDIOCRE	17	53
(3) BORING	9	28
TOTAL	32	100

These results speak for themselves and the sample were certainly not impressed by the course programme, which produced low usefulness and stimulation ratings.

During the interviews, there was a strong hint that students felt Complementary (General) Studies impinged upon time which could be more usefully employed studying examination oriented subjects. Would the programme be more acceptable if organised around an externally validated General Studies curriculum? Respondents were exactly divided on this issue, and of those who chose the examination option, 13 (81%) felt that entry should be optional, while the other 3 (19%) were in favour of compulsory entry at the end of the first year Sixth.

Up to this point, illuminative investigation has concentrated mainly upon College organisation and elements of the 'overt curriculum', so attention was now diverted to student perception of 'extra-curricular-activities'.

9. EXTRA-CURRICULAR ACTIVITIES

The list of extra-curricula activities available at Yale is long and varied, but for convenience they were condensed into three broad categories: (1) Societies and Clubs, (2) Sport and Recreation, (3) Social Functions, e.g. Concerts, Dances/Discos.

A verbal evaluation of the variety, number, and success of these social activities was attempted, using a three point scale (1) Poor, (2) Mediocre, (3) Good.

(see Table 7.1.0.)

TABLE 7.1.0. SOCIAL ACTIVITIES : RATINGS

SOCIAL ACTIVITY	RATINGS																	
	VARIETY						NUMBER						SUCCESS					
	1		2		3		1		2		3		1		2		3	
	Size	%	Size	%	Size	%	Size	%	Size	%	Size	%	Size	%	Size	%	Size	%
SOCIETIES & CLUBS	2	6	12	38	18	56	8	25	13	41	11	34	4	13	6	18	22	69
SPORTS & RECREATION	5	16	16	19	21	65	4	13	20	62	8	25	6	18	8	25	18	57
SOCIAL FUNCTIONS	1	3	1	3	30	95	4	13	0	0	28	87	1	3	2	6	29	91

Initial survey of these results suggests the absence of a distinctive overall pattern. However, more careful analysis reveals a simple basic data structure. (They provide a useful interpretive device when seeking to establish total population parameters).

The variety of Social activities received reasonable favourable ratings (above 50% in every case). Students did not react as favourably to the Number of activities available, with the notable exception of Social Functions, which take place on a regular basis.

The absence of a College swimming pool and squash courts were singled out as the main reasons for dissatisfaction with Sports facilities, while the small Gymnasium and shortage of tennis courts was also mentioned.

The fact that none of the 'poor' ratings achieved over 25% support suggests general satisfaction with Social Activities at this early stage.

Considerable emphasis within the College is placed upon Community Liaison, and the Community Service Volunteer Scheme (C.S.V.) provides practical help and cash funds for handicapped people, Old Age Pensioners and local Voluntary organisations. As one student said,

'it is a very important part of life at Yale; helps students to deal with people less fortunate than themselves; helps them to mix and understand the problems of others, rather than just think about themselves'.

Thirteen students (41%) out of the sample were active members of C.S.V. While over two-thirds of the group supported the idea of integration between school and community, several individuals were not convinced that this type of service lay within their sphere of responsibility. They felt that these activities were over-exposed in the press, and that some of the individuals involved suffered academically, due to adverse pressure on lecture and study time.

The range of activities organised by the C.S.V. Committee, received general support (59%). However, the opinion was not unanimous; approximately 25% of respondents felt that too much attention was devoted to Local rather than National Charities, while, conversely, 16% held that more benefit would accrue from concentrating upon a narrower range of activities, including the provision of extra amenities for the College itself.

10. BUILDING FABRIC:

It was generally felt that teaching space for lecture

and practical sessions was adequate, although 4 students remarked that Science subjects, notably Physics and Chemistry, were poorly endowed with laboratory space.

Student assessment of the modern architectural style, with its emphasis on concrete and prefabricated construction, was less favourable, with over 50% of the sample describing the building in a variety of uncomplimentary terms.

'A grey, dismal block'.

'Awful, a concrete monstrosity'.

'Looks awful; stuck in the middle of nowhere, it ruins this part of the town'.

'Looks dismal, especially on a rainy day when the concrete is streaked with water'.

We are all familiar with the saying, 'beauty lies in the eye of the beholder', and it was quite amazing that the same building could have evoked descriptions such as;

'It is modern and up to date in appearance'.

'Rather a pleasant building'.

'Quite modern and attractive'.

There were a significant number of references in the initial essays to conditions in the student Common Room. (Frequency 33%, Rank Order 8th.). As stated elsewhere, this is the former School Hall, which now serves as Common Room, Hall and Dining Room. Apart from the provision of tables and wooden chairs, no attempt has been made to provide additional space and amenities since the College opened.

In view of student pre-occupation with this theme in essays, a section of the interview schedule was devoted to

probing student 'satisfaction' with its facilities. (A three point scale, Satisfactory to Unsatisfactory was used). See Table 7.1.1.

TABLE 7.1.1. COMMON ROOM FACILITIES

TREATMENT	SATISFACTORY		MODERATELY SATISFACTORY		UN-SATISFACTORY	
	SIZE	%	SIZE	%	SIZE	%
SPACE	11	34	16	50	5	16
FURNITURE	17	53	0	0	15	47
ATMOSPHERE	15	47	13	41	4	12
COFFEE BAR	23	72	2	6	7	22

Overcrowding was recognised as a fundamental problem, especially when the entire College population was seeking space during mid-morning recess and the lunch hour. (Only 34% 'satisfied' in this respect).

About 47% of the sample were dissatisfied with its physical amenities, which were criticised in terms of quantity, quality and comfort. Fifteen students (47%) were totally satisfied with the atmosphere engendered for social fraternisation; qualified satisfaction was expressed by another 41%, while 12% were very critical and made little or no use of the amenities provided.

Among the specific criticisms mentioned were:

- 1) Excessive smoking (mentioned by 8 students).
- 2) Loud obtrusive noise from record player (mentioned by 5 students).
- 3) Untidy, excessive litter (mentioned by 5 students).

Every single member of the group was in favour of maintaining a Coffee Bar for student use during the College day. However, nine students (28%) specified the need for improvements in the scope and variety of provision offered as an alternative to school meals.

11. SCHOOL MEALS:

Investigation of the School Meals provided in Yale, was conducted using a 3 point 'satisfaction' scale.

(see Table 7.1.2.)

SCHOOL MEALS	SATISFACTORY		MODERATELY SATISFACTORY		UN-SATISFACTORY	
	Size	%	Size	%	Size	%
DINING FACILITIES	7	26	3	11	17	63
SERVICE	15	56	8	30	4	14
MENU	14	52	7	26	6	22

NB. Only 27 students ate school lunches and contributed to this section.

As was previously apparent from the essays and interviews only 26% were satisfied with the dining conditions, mainly due to the overcrowding, but there was a more favourable reaction to the quality of service and the menu provided, although there were the usual complaints, such as 'stodgy', 'lack of variety' and 'limited choice'.

12. STUDENTS' COUNCIL:

The limited age range catered for in a Sixth Form College, provides a unique opportunity to involve students directly in management and decision making processes. This is vital if they are to be granted the treatment, privileges and responsibilities they clearly feel that their adult status warrants, and consultative procedures must be established to foster mutual trust among all the parties involved.

At Yale, this concept of student involvement is encouraged through a democratically elected Students' Council,

consisting of Group representatives headed by two Presidents— (male and female); they receive guidance on constitutional matters from a designated Staff Warden.

The principle of student autonomy was more or less unanimously supported by the interview subjects. Among the reasons given were:

'A good idea in principle; makes people feel they are part of the place and not just told what to do'.

'It's a good idea; gives a chance for the views of students to be brought to the attention of staff'.

'We are able to voice opinions on some topics, so that the place is not entirely run by adults'.

'It's a good idea for those on the Council to get an idea of how to organise, while others know there is someone who can speak up for them.'

The strong support for student participation in College affairs cannot be realistically challenged, but a hint of scepticism crept into a few responses.

'It's supposed to air the views of students on important topics : whether this is true is debatable'.

There was lack of agreement among the group, regarding the Council's terms of reference. To clarify this issue, each individual was asked to signify agreement or otherwise with the following proposals defining the limits of its jurisdiction. see Table 7.1.3.

TABLE 7.1.3. STUDENTS' COUNCIL : ROLE

ROLE OF STUDENTS' COUNCIL	AFFIRMATIVE		NEGATIVE	
	Size	%	Size	%
ALL ASPECTS OF STUDENT AFFAIRS	9	28	23	72
SOCIAL ACTIVITIES	32	100	0	0
RECREATIONAL ACTIVITIES	32	100	0	0
ACADEMIC ORGANISATION	8	25	24	75

Results suggest that the functional role of the representative body is seen as 'restricted' rather than 'pervasive'. Only a small minority (28%) were in favour of its participation in all areas of institutional management, while 75% were opposed to any interference in academic affairs. However, its involvement in social and recreational matters was unanimously supported, and within these guidelines it seemed that students were reasonably satisfied with the consultative machinery available.

Each interviewee was asked whether he/she considered Council decisions fully reflected student opinion. The nature of their replies can be gauged from Table 7.1.4.

TABLE 7.1.4. QUESTION: DO STUDENTS' COUNCIL DECISIONS REFLECT STUDENT OPINION AS A WHOLE?

ANSWER	SIZE	%
YES	14	44
NO	16	50
UNDECIDED	2	6

These three viewpoints are best conveyed by actual quotations:

'On the whole, they represent most of our views'.

'Tends to be one group that makes all the decisions'.

'There is something lacking : some students don't have any idea of what it is like, or what it can do'.

Considerable dissatisfaction with consultative procedures was revealed and half the sample were convinced that the system was not fully democratic. (All Registration groups receive a published bulletin from the Council each week, while specific time is allocated during Personal Tutor periods for the delegates' verbal report). Therefore, there may be a danger of placing too much emphasis on the results. Where only a minority are engaged in the control of student affairs, their decisions may appear remote to those not involved, many of whom have deliberately shunned the 'political' limelight but resent the apparent authority wielded by a small number of their peers. The major criticism was that 'reports' post-date council 'decisions', without sufficient prior consultation before matters were raised in committee.

However, the impression gained was that students welcomed the opportunity to experiment in experiential learning within a loosely ordered, but structured, organisation. Their criticism of the system arose from a personal decision made after watching the Council in operation and this itself is part of the learning process. Current trends in our society encourage earlier maturity and students aged 16-19 expect to be consulted as part of the democratic process. They are no longer willing to accept regimentation and

excessive constraint. A Schools Council report published 1970 found that pupils in all types of schools considered not enough freedom and privileges to be the least satisfactory aspect of their Sixth Form experience.

The students questioned appeared to welcome the provision of a separate Sixth Form institution. Since the choice to remain in full time education was voluntary, they are naturally concerned with curriculum organisation, teaching methods and academic standards, since they ultimately effect their career opportunities. However, they also stress the importance of an institutional environment which recognises their needs as maturing adults.

CHAPTER SEVEN : PART B

WRITTEN AND VERBAL SURVEYS AT ENTRY : AN OVERVIEW

Initial essay content determined the choice of Attitude identification themes and the structure of interview schedules was designed to illuminate these student selected topics. Therefore, an inherent correlation existed between written and verbal subject matter, facilitating comparative review.

A retrospective review provides an opportunity to identify the salient facts emerging from the initial surveys and to introduce an interpretive component.

Both test instruments emphasised the importance of Academic Functions in student perception of the Sixth Form College programme. They identified the production of cognitive skills, providing additional qualifications for eventual career enhancement as its most important role. The range of Study Skills involved in this aim was clearly recognised (62.5%) and students commented on the increased academic pressure even at this early stage of the course work. Self-motivation was consistently singled out as a major study problem, yet students were reluctant to accept any outside interference in their Private Study organisation, voting 56.44% against compulsion as a means of inculcating the work ethic.

The staff were seen as an essential component of the Academic programme and Teaching Standards were graded 'mediocre to good' (\bar{x} , 3.8). Reservations regarding the efficiency of teaching methods were revealed. Evidence from both sources suggests that Study Skills are not easily learned and transmitted, while students would welcome greater guidance

in specific matters, e.g. the planning of personal work schedules.

A recurrent feature of the research was the strong emphasis placed upon the institution's Social environment.

The interaction of social processes at every level governed student reaction to the learning milieu within the Yale model.

All evidence confirmed that Post-transfer problems, often cited as a criticism of the separatist institution, were exaggerated. Real difficulties occurred in a minority of cases, invariably among individuals from the smaller feeder schools.

However, some Social differentiation processes certainly existed during the post-entry period. A temporary barrier to social integration was exerted by 'Feeder School affiliation', while 'Peer-Group Membership' also exhibited a similar potent sociometric influence. However, the former's effectiveness apparently ameliorated quite rapidly, but the peer-group divisions were maintained for a larger period of time, and it will be interesting to see whether they survive throughout the two year study period.

Essay and interview sources revealed some dissatisfaction with the Pastoral Care system in operation, (\bar{x} , 3.5), but staff-student relationships were generally praised (\bar{x} , >4.0). Although the students appear unaware of its effect, the transfer mechanism seems to have had a more disruptive influence on the essential continuity of the Pastoral programme, rather than on the functioning of cognitive processes

within the institution.

References to extra-curricula activities form a salient part of the social context. Most programme elements received generous support means of >4.0 (Social Life, Clubs and Societies etc.). Community liaison schemes organised by C.S.V. received special commendation (\bar{x} , 4.9) and must be considered a highly approved institutional feature.

Analysis of the essays raised the fundamental problem of distinguishing between student attitudes towards 'theoretical educational principles' and their 'practical operation' within the College context.

They were clearly averse to the compulsory inclusion of a Complementary Studies programme in the Sixth Form Curriculum at Yale (\bar{x} , 3.1, Rank Order 19/20). Did this signify criticism of the concept, or was it merely a reaction to the course they were experiencing?

Although the answer was never fully resolved, discussion elucidated that most criticism was aimed at the specific Yale package, e.g. only 19% found it 'stimulating'. The impression was derived that any system devised internally would find great difficulty in achieving a reasonable measure of support, unless it possessed an external examination component giving it credibility as an extra academic qualification. Students generally considered its curriculum role as 'unimportant' (66%) and, as one stated, 'an unnecessary intrusion into examination subject time'.

There was little apparent criticism of other curriculum

elements within the academic timetable.

Similar interpretive problems were raised by the Student Autonomy theme. The principle of student participation in decision making, received generous support in both surveys, (\bar{x} , 4.4), but the idealism was slightly tarnished by some dissatisfaction with the democratic functioning of the Student Council system. According to the interview sample, its effective horizons were limited to Social and Charity organisations, while it was perceived as totally impotent in the Academic/Curriculum field.

Precise correlation between 'cause' and 'effect' is impossible to demonstrate in this type of research design. The aim of the analysis was to eliminate some pre-conceived Attitude control processes, allowing the research to identify and focus upon more likely contributory factors.

Results left little doubt that externally derived characteristics among the study group were not mirrored in the pattern of their attitude scores. Apparently, the distribution of Attitude classes (1-4) and individual scores developed in response to post-entry Internal processes.

At this early stage of the two-year research programme, the Attitude distribution was markedly skewed towards the Favourable response; and, in polarisation terminology, the 'anti' faction was very poorly represented (12.8%).

The statistical analysis identified daily Registration Group membership as the most effective source of Attitude differentiation and group consensus. Although its membership was created by administrative design rather than

. participant choice, the regular contact made it the major forum for discussion and dissemination of ideas and opinions. However, it proved impotent as a stimulus for sociometric relationships and both surveys agreed on the efficacy of lecture/class groupings as the most likely source of new friendship ties.

The point has already been made that student perception of institutional processes was markedly influenced by the operation of Social and Academic components within the College system.

Conversely the role of the Physical Environment was less potent in attitude creation, since the Building and Fabric were mentioned by only 20% of respondents.

Overall results from the separate written and verbal studies revealed only minor discrepancies. Although the interviews followed a few weeks after the written test, there was no evidence of any significant change in attitude and the interviews reconciled many of the interpretive problems raised by the initial essays.

CHAPTER EIGHT:STUDENT ATTITUDES AND PERCEPTION : THE DEPARTURE STAGE

(MAY, 1981)

A STATISTICAL ANALYSIS:

In April 1981, 205 Seventh Year students from the original group, (240) produced, under supervised conditions, a set of essays, describing their final impressions of the College. Twelve other essays were received from students who had left College between 1979 - 81.

These essays were analysed, taking care to follow the assessment guidelines established 18 months earlier. Aims included:

1. ATTITUDE MEASUREMENT; using the original scoring method, based upon a subjective assessment, using an ordinal scale (1-5).
2. COMPARISON of 'initial' and 'final' responses; to assess the degree of consistency or change in data form and distribution, i.e. Frequency rate, mean scores, dispersion values.
3. Using recognised CORRELATION tests (Pearson's Product Moment Coefficient and Spearman's Rank coefficient) to establish whether the two sets of Attitude scores varied significantly.
4. To identify, using analysis of VARIANCE (A.N.O.V.A.) procedures, the impact of the chosen student Profile Indices upon the second set of Attitude scores, (Dependent variable) and compare these with earlier results; to establish the influence of institutional and external conditioning forces upon perception stimulation, immediately before departure.

To facilitate comparison, the techniques of Attitude recording, identification and measurement used in the original analysis were duplicated. Possible scores again vary between 20-100, and similar Attitude categories have been adopted; 'Antagonism' (20-40) ranging to 'Favourable' (81-100).

Essay evidence suggests that there was a definite shift in the distribution of Attitude scores over the two years. The histogram summarizing INITIAL test results was positively skewed (model class 81-100) representing a 'Favourable' assessment of institutional processes by 65% of the sample. see Table 6.0.1. The final essays, written eighteen months later produced a more normal distribution, with the model class, (61-80: Uncommitted) having declined one rank and containing 43% of the sample. see Table (8.0.1).

TABLE 8.0.1. STUDENT ATTITUDE SCORES(BY CATEGORY)

COMPARISON OF TEST 1 and 2

CLASS INTERVAL	ATTITUDE CATEGORY	ATTITUDE TEST 1(79)	ATTITUDE TEST(2)(81)
		%	%
81-100	FAVOURABLE	65.0	27.2
61-80	UNCOMMITTED	23.2	42.9
41-60	CRITICAL	9.2	25.8
20-40	ANTAGONISM	2.6	4.1

Apparently the 'halo effect' accompanying transfer to a separate Sixth Form institution, with fewer rules and regulations and a more active social programme, had dissipated, and students were more actively critical of the organisation's processes. Consequently, the mean (\bar{x}) Attitude score had fallen from 82.6 to 69.2.

However, even a cursory glance was sufficient to reveal that, with minor exceptions, the perception themes dominating student reactions were similar to those in the first set of essays.

The FREQUENCY of thematic inclusion in both essays was also remarkably similar and a rank order correlation of 0.692; ($p < 0.005$) was recorded and clearly Attitude stimulation throughout depended upon more or less similar processes, see Table 8.0.2.

Four of the six items which had motivated most student comment in the first essay (>50% frequency rate) confirmed their importance as perception stimuli, see Table 8.0.3.

However, some important distribution changes had taken place. Increased concern with TEACHING STANDARDS had caused it to rise 10 places in the rank-order table, while the 10% reduction in comments on STAFF : STUDENT RELATIONS relegated it to second place, see Table 8.0.4.

There was unmistakable evidence that student reaction to the College was strongly influenced by their opinion of the ACADEMIC STAFF in their teaching and social role. On the ordinal Satisfaction scale (1-5, very poor - very good) these items achieved means (\bar{x}) of 3.78 and 3.74 respectively, suggesting that there was reasonable satisfaction in both cases. (see Tables 8.0.5., 8.0.6., and 8.0.7.)

Two other themes, 'INTER-STUDENT RELATIONS' and 'DISCIPLINE', were also included in over 50% of essays, but their frequency fell by 6% and 1% respectively. Clearly, students were still concerned with the social framework of

TABLE 8.O.2.

THEMES CONCEIVED AS IMPORTANT. COMPARISON ESSAYS 1 and 2
(79 & 81)

THEME NO.	THEME LABEL	FREQUENCY %		DEVIATION %		RANK ORDER		RANK ORDER DEVIATION	
		ESSAY 1	ESSAY 2	+	-	ESSAY 1	ESSAY 2	+	-
1	TEACHING STANDARDS	55	82	27		6	1	5	
2	STUDY SKILLS	63	29		34	2	12		10
3	STAFF-STUDENT RELATIONS	85	75		10	1	2		1
4	LIBRARY	32	39	7		9=	8=	1	
5	CURRICULUM/ TIMETABLE ORGANISATION	59	40		19	4	7		3
6	INTER-STUDENT RELATIONS	62	56		6	3	4		1
7	STATIONERY/BOOKS/ EQUIPMENT	5	12	7	-	20	16=	4	
8	COMPULSORY PRIVATE STUDY	26	16		10	12	15		3
9	DISCIPLINE	58	57		1	5	3	2	
10	SOCIAL LIFE	49	47		2	7	5	2	
11	PASTORAL CARE	7	12	5		19	16=	3	
12	STUDENT AUTONOMY	25	39	14		13	8=	5	
13	UNIFORM	10	5		5	16=	19		3
14	COMMON ROOM	33	39	6		8	8=	0	
15	CLUBS/ SOCIETIES	32	10		22	9=	18		9
16	COMMUNITY SERVICE	24	45	21		14	6	8	
17	BUILDING & FABRIC	20	33	13	9	15	11	4	
18	COMPLEMENTARY STUDIES	29	20		9	11	13		2
19	SCHOOL MEALS	8	19	11		18	14	4	
20	COFFEE BAR	10	3		7	16=	20		4

TABLE 8.0.3.

COMPARISON OF THEMES PERCEIVED AS (1) IMPORTANT or (2) marginally
IMPORTANT IN TEST 1(79) and TEST 2(81)

CLASS 1. THEMES PERCEIVED AS IMPORTANT (INCLUSION RATE > 50%)

TEST 1			TEST 2		
RANK	THEME LABEL	%	RANK	THEME LABEL	%
1	STAFF-STUDENT RELATIONS	85	1	TEACHING STANDARDS	82
2	STUDY SKILLS	63	2	STAFF-STUDENT RELATIONS	75
3	INTER-STUDENT RELATIONS	62	3	DISCIPLINE	57
4	CURRICULUM/TIMETABLE				
	ORGANISATION	59	4	INTER-STUDENT RELATIONS	56
5	DISCIPLINE	58			
6	TEACHING STANDARDS	55			

CLASS 2 : THEMES PERCEIVED AS marginally IMPORTANT (<50%)

7	SOCIAL LIFE	49	5	SOCIAL LIFE	47
8	COMMON ROOM	33	6	COMMUNITY SERVICE	45
9	LIBRARY	32	7	CURRICULUM/TIMETABLE	
				ORGANISATION	40
9	CLUBS & SOCIETIES	32	8	STUDENT AUTONOMY	39
11	COMPLEMENTARY STUDIES	29	8	COMMON ROOM	39
12	COMPULSORY PRIVATE STUDY	26	8	LIBRARY	39
13	STUDENT AUTONOMY	25	11	BUILDING & FABRIC	33
14	COMMUNITY SERVICE	24	12	STUDY SKILLS	29
15	BUILDING & FABRIC	20	13	COMPLEMENTARY STUDIES	20
16	UNIFORM	10	14	SCHOOL MEALS	19
16	COFFEE BAR	10	15	COMPULSORY PRIVATE STUDY	16
18	SCHOOL MEALS	8	16	PASTORAL CARE	12
19	PASTORAL CARE	7	16	TEST BOOKS/STATIONERY/ EQUIPMENT	12
20	STATIONERY/BOOKS/ EQUIPMENT	5	18	CLUBS & SOCIETIES	10
			19	UNIFORM	5
			20	COFFEE BAR	3

TABLE 8.0.4.

CHANGES IN INCLUSION FREQUENCY OF THEMES (1-20) BETWEEN ESSAY 1(79)
AND ESSAY 2(81)

CLASS A. THEMES SHOWING AN IMPROVEMENT IN FREQUENCY RANK ORDER

THEME NO.	THEME LABEL	IMPROVEMENT IN RANK ORDER
16	COMMUNITY SERVICE	8
1	TEACHING STANDARDS	5
12	STUDENT AUTONOMY	5
7	STATIONERY, BOOKS, EQUIPMENT	4
17	BUILDING AND FABRIC	4
19	SCHOOL MEALS	4
11	PASTORAL CARE	3
9	DISCIPLINE	2
10	SOCIAL LIFE	2
4	LIBRARY	1

CLASS B. THEMES SHOWING A DECLINE IN FREQUENCY RANK ORDER.

THEME NO.	THEME LABEL	DECLINE IN RANK ORDER
2	STUDY SKILLS	10
15	CLUBS & SOCIETIES	9
20	COFFEE BAR	4
13	UNIFORM	3
8	COMPULSORY PRIVATE STUDY	3
5	CURRICULUM, TIMETABLE ORGANISATION	3
18	COMPLEMENTARY STUDIES	2
6	INTER-STUDENT RELATIONS	1
3	STAFF-STUDENT RELATIONS	1

CLASS C. THEMES SHOWING NO CHANGE IN FREQUENCY RANK ORDER.

14	COMMON ROOM	0
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TABLE 8.0.5. ESSAY ANALYSIS; COMPARISON OF SATISFACTION SCORES (1-5) FOR 20 THEMES (BASED ON \bar{x} , TESTS 1 and 2)

THEME NO.	THEME TITLE	SATISFACTION SCORE		RANK ORDER		
		1979(\bar{x})	1981(\bar{x})	1979	1981	DEVI- ATION
1	TEACHING STANDARDS	3.8	3.8	15	5	+10
2	STUDY SKILLS	3.9	3.1	11	12	- 1
3	STAFF/STUDENT RELATIONS	4.2	3.7	8	6	- 2
4	LIBRARY	4.7	3.6	2	9	- 7
5	CURRICULUM/ TIMETABLE					
	ORGANISATION	3.6	3.4	16	10	+ 6
6	INTER-STUDENT RELATIONS	4.2	3.7	8	7	+ 1
7	STATIONERY/BOOKS/ EQUIPMENT	3.9	2.7	11	16	- 5
8	COMPULSORY PRIVATE STUDY	4.2	3.4	8	11	- 3
9	DISCIPLINE	3.9	2.9	11	14	- 3
10	SOCIAL LIFE	4.5	4.1	4	2	+ 2
11	PASTORAL CARE	3.3	3.7	18	8	+10
12	STUDENT AUTONOMY	4.4	2.5	5	17	-11
13	UNIFORM	4.4	4.4	5	1	+ 4
14	COMMON ROOM	3.9	2.8	11	15	- 4
15	CLUBS & SOCIETIES	4.3	3.1	7	13	- 6
16	COMMUNITY SERVICE	4.9	4.1	1	3	- 2
17	BUILDING/FABRIC	3.5	1.7	17	20	- 3
18	COMPLEMENTARY STUDIES	3.1	1.9	19	19	- 0
19	SCHOOL MEALS	3.0	2.0	20	18	+ 2
20	COFFEE BAR	4.7	4.0	2	4	- 2

RANK ORDER DEVIATION + IMPROVED - DECLINED

TABLE 8.O.6. THEMATIC SATISFACTION SCORES (1-5)
TEST 2 : RANK ORDER

CLASS A: GOOD - VERY GOOD (\bar{x} , 4.0 - 5.0)

<u>RANK:</u>	1	UNIFORM	4.40
	2	SOCIAL LIFE	4.11
	3	COMMUNITY SERVICE	4.06
	4	COFFEE BAR	4.00

CLASS B: MEDIOCRE - GOOD (\bar{x} , 3.0 - 3.99)

	5	TEACHING STANDARDS	3.78
	6	STAFF-STUDENT RELATIONS	3.74
	7	INTER-STUDENT RELATIONS	3.69
	8	PASTORAL CARE	3.67
	9	LIBRARY	3.62
	10	CURRICULUM/TIMETABLE ORGANISATION	3.43
	11	COMPULSORY PRIVATE STUDY	3.38
	12	STUDY SKILLS	3.11
	13	CLUBS & SOCIETIES	3.05

CLASS C: POOR - MEDIOCRE (\bar{x} , 2.0 - 2.99)

	14	DISCIPLINE	2.94
	15	COMMON ROOM	2.80
	16	TEXT BOOKS/STATIONERY/ EQUIPMENT	2.72
	17	STUDENT AUTONOMY	2.47

CLASS D: VERY POOR - POOR (\bar{x} , 1.0 - 1.99)

	18	SCHOOL MEALS	1.98
	19	COMPLEMENTARY STUDIES	1.88
	20	BUILDING & FABRIC	1.65

TABLE 8.O.7. PERCEPTION THEMES: MEAN SATISFACTION (\bar{x} , 1-5)
(\bar{x} DEVIATIONS: TEST 1(79) & TEST 2 (81)).

<u>INCREASED SATISFACTION</u> <u>SCORES (\bar{x})</u>	<u>DECREASED SATISFACTION</u> <u>SCORES (\bar{x})</u>
(1) PASTORAL CARE 0.4	<u>CLASS 1 (>1.51)</u>
	(1) STUDENT AUTONOMY 1.9
	(2) BUILDING & FABRIC 1.8
	<u>CLASS 2 (1.01-1.50)</u>
	(3) STATIONERY/BOOKS & EQUIPMENT 1.2
	(3) COMPLEMENTARY STUDIES 1.2
	(3) CLUBS & SOCIETIES 1.2
	(6) COMMON ROOM 1.1
	(7) LIBRARY 1.1
	<u>CLASS 3 (0.51-1.00)</u>
	(8) DISCIPLINE 1.0
	(8) SCHOOL MEALS 1.0
	(10) STUDY SKILLS 0.8
	(10) COMPLEMENTARY PRIVATE STUDY 0.8
	(10) COMMUNITY SERVICE 0.8
	(13) COFFEE BAR 0.7
	<u>CLASS 4 (0.01-0.50)</u>
	(14) STAFF-STUDENT RELATIONS 0.5
	(14) INTER-STUDENT RELATIONS 0.5
	(16) SOCIAL LIFE 0.4
	(17) CURRICULUM/TIMETABLE ORGANISATION 0.2

the institution, although increasingly aware of Academic matters with the approach of external examinations.

Comments on Inter-Student relationships revealed a slight decrease in satisfaction levels, (1979, \bar{x} ; 4.2 - 1981, \bar{x} ; 3.7), but there was little sign of any serious dissent. There continued to be some minor criticisms. Even at this late stage, a few individuals maintained that, 'after nearly two years, there are still cliques from previous schools the lack of mixing is observed, more in the Common Room than during lesson times.' The view expressed in the following quotation, and echoed by a few others, is rather disturbing, since it questions the ability of a separate Sixth Form institution to act as a stabilising social influence, 'due to the relatively short stay, many acquaintances are made, but few lasting friendships; it is merely a transit camp for two years.'

Two themes disappeared from the list of essay topics perceived as IMPORTANT (>50% inclusion), i.e. CURRICULUM/TIMETABLE ORGANISATION and STUDY SKILLS. Fewer references to the former (19%) may have resulted from increased familiarity with College organisation, producing an acclimatisation to the status quo.

However, drastic reduction in the Rank Order position of STUDY SKILLS in terms of essay inclusion, (10 places, 2nd - 12th) was totally unexpected, especially since the test date followed completion of the internal Preliminary Advanced level examinations. Results showed that several members of the group had cause for concern, but seemed oblivious of, or resigned to, their problems.

The majority of individuals who commented on this theme (29%), were most concerned with MOTIVATION and COPING SKILLS, probably due to their recent experience of full-scale internal examinations and the prospect of the 'real thing' in two months time. The following quotations are typical of the views expressed:

'Study has provided me with many problems, as I lack the motivation to do it and don't really know how... the number of lectures we have been given on this subject have only provided a few answers.'

'I have found it rather difficult to get down to any serious hard work on my own, either in the College Library or at home. I think the problem is mainly due to having several free periods during the day, in which I should be doing private study or homework. However, for reasons I cannot understand, I find this almost impossible to achieve.'

Statistical analysis showed that fewer dominant issues affected student reaction to the institution at this late stage. (4 cf. 6 > 50%).

However, we must not confuse increased 'Frequency' (9 themes) with increased 'Satisfaction', as only one of the 20 selected themes managed to improve its Satisfaction score (1-5) between the two tests i.e. PASTORAL CARE, \bar{x} , 3.3 → 3.7, see Table 8.0.7.

Ideally, the bond between Student and Personal Tutor should have strengthened considerably over the two years, as mutual trust was established. Unfortunately, the tutoring

team was changed during the 1980 - 81 session, disrupting the normal continuity and this enforced change stimulated some adverse comments:

'The personal tutor system is a very good idea and a great help to students. However, the change in tutors between the Lower and Upper Sixth was very harmful.'

'The new system is not as good as the old one, because now that there is only one year group you don't get to know people from the Lower Sixth.'

Examination of thematic Satisfaction scores, (1-5) shows that seventeen items recorded lower means (\bar{x}) in the second test (see Tables 8.0.5, 8.0.6, 8.0.7.). These changes can be arranged into the following categories, see Table 8.0.8.

TABLE 8.0.8. THEMATIC SATISFACTION SCORES (\bar{x} , 1-5)
(DECLINE IN SATISFACTION, TEST 2)

\bar{x} DECLINE (CLASS INTERVALS)	NUMBER OF THEMES
1.51 - 2.00	2
1.01 - 1.50	5
0.51 - 1.00	6
< 0.50	4
TOTAL	17

This undoubtedly represents a hardening of Attitudes towards most of the factors contributing to Attitude creation.

The last two thematic indices (1) TEACHING STANDARDS and (2) UNIFORM), produced identical satisfaction means in both tests (\bar{x} , 3.8 and 4.4 respectively), but rose 10 and 4

places in rank order as a result.

Two items suffered a drastic reduction in their mean (\bar{x}) scores, (> 1.51) and stimulated a considerable degree of adverse comment in the final essays.

STUDENT AUTONOMY, in the Yale context is a direct reference to the Students' Council. This topic suffered the largest single decline in satisfaction; it engendered some high vitriolic comments (although an 'S' value, 1.6, signified a wide range of opinion). The mean (\bar{x}), dropped from 4.4 to 2.5 (see Table 8.0.7.), and the reasons for this numerical reduction are suggested by the following critical comment:

'when we began at Yale, the glorious Students Council was continually drummed into us; the good it does and how we should all be involved... the only time we hear about its activities is on the first or last day of term. Unless you are a member, you know nothing of their actions. We are not involved to the extent we were led to believe.'

It pinpoints the two criticisms most frequently voiced. First, the tendency for decisions to be made by officials without sufficient consultation with the Student body and, secondly, its failure to keep its electorate adequately informed. The latter criticism appears harsh in view of the weekly circulation of an information sheet to all Registration groups, each of which has its own elected representative. However, these criticisms were frequent and insistent. Sociologically, it is important that this criticism is believed to be true.

Student perception of this facet of College organisation, depended to a considerable extent upon their personal involvement in student politics. As one member wrote:

'one of the most enjoyable aspects of life at Yale has been my involvement in the Students' Council and learning to accept responsibility, which may be useful preparation for the future'.

References to BUILDING and FABRIC showed an increase of 13% compared with the initial essays but produced a fall of 1.8 in the mean Satisfaction score, placing it firmly at the bottom of the rank order list. (see Table 8.0.5.). Some of the decline resulted from further adverse criticism of the College facade.

'The Yale building is an eyesore to the Wrexham area. Its general appearance is dull and uninteresting; it looks more like a prison or a barracks than a school.'

Certainly College architecture failed to arouse much aesthetic appreciation among the study group. However, a similar opinion pervaded the initial essays and the decline witnessed, resulted from strong condemnation of inadequate student parking facilities. This topic was not mentioned in the original test, since most students were ineligible (by age) for driving licences at that time. They had been banned from parking cars on the College premises during 1980-81 session, in an attempt to discourage overcrowding of limited parking facilities, and forced to leave their cars

on the public highway outside the grounds. This prompted several comments of the following type:

'There should be better car parking facilities; in fact there should be a separate car park for students instead of having to park on the road, because someone could easily break into them.'

Five themes in Class 2, (decline; 1.01-1.50) also showed a substantial degree of increased dissatisfaction.

The Complementary Studies course pursued by the group in their Lower Sixth year had inspired much criticism in the initial essays (\bar{x} , Satisfaction, 3.1, Rank Order, 19/20). Antagonism towards this curriculum component was still deep seated in 1981, although opinions were based entirely upon retrospective recall. Its satisfaction index had fallen to \bar{x} , 1.88 and was still firmly ensconced near the base of the Rank Order list (19th). (see Table 8.0.6.). There were fewer references to this item (20% cf. 29%) at this stage, but most were critical, 'Common ground and related Activities periods were a waste of time, because I wasn't interested in half the subjects offered. The ones I chose were usually full and the rest of the class apathetic, so nothing was ever done.'

Some remarks were even more scathing, 'On the topic of the Common Ground course; this can be summed up in one word, Rubbish!'. .

Whether this antagonism stemmed from student hostility to the Yale package or to the principle of curriculum extension, could not be clearly resolved from the essays.

However, the results seem to broadly match findings from other research sources, e.g. 'The great majority of comments made regarding the topic (General Studies) were critical and students in general appear to have an unfavourable attitude towards this aspect of their course.' Dean et al (1979).

COMMON ROOM facilities were not entirely applauded by the cohort at the entry stage (\bar{x} , 3.9, 11th in Rank Order). Familiarity with this provision produced even greater dissatisfaction by the end of the second year: (\bar{x} , 2.8, Rank Order 15/20). Most criticism still focussed on the overcrowding especially during mid-morning break and the lunch hour, plus the inadequacy of basic facilities, e.g. furniture. Others mentioned the high level of noise, smoking and litter, as in these quotations:

'The amount of smoking is tremendous; there is a permanent cloud of smoke hanging over the place and if you sit there long enough, your hair and clothes smell awful'.

'There are not enough chairs, so people share; sometimes as many as six sit on two seats.'

'The amount of litter left behind is un-believable.'

Other students praised this amenity as a convivial setting during College hours.

'A big bonus for students; in there they can relax, smoke, listen to music and chat with their friends, as they relax.'

A minority added another dimension to this topic by insisting that the distractions of the Common Room had

contributed to their lack of academic success in the College, e.g.

'The Common Room was a great distraction; not being used to free periods and the opportunity to talk freely rather than work during free time was a great temptation. Thinking back, it was probably the worst thing that I did to spend so much time there, when I should have been doing private study.'

This level of criticism is not entirely unjustified, since a converted school hall designed for less than three hundred pupils aged 11-18, now performs a tripartite function (Hall : Common Room : Dining Hall) for nearly 600 students, in 16-19 age group.

The increased criticism of STATIONERY/BOOKS and EQUIPMENT (\bar{x} , declined 1.2, 3.9-2.7), stemmed mainly from the College's decision to discontinue the supply of free file paper, due to monetary constraints, plus comments about the scarcity of laboratory space for science students.

Few of the students (10%), who mentioned CLUBS and SOCIETIES, were now satisfied with the range of activities available (\bar{x} , 3.1). This drop of 1.2 (\bar{x}), produced a decline of 5 places in the rank order table (11th-16th).

Criticism of LIBRARY FACILITIES (\bar{x} , 3.6, a fall of 1.1, was mainly directed at the lack of space rather than the range of texts available.

Half (10) of the Attitude themes experienced a decline of \bar{x} , 1.0 or less. In these cases changes of opinion were relatively minor and the issues covered in student essays were

basically similar to those mentioned in the original set.

A final review of Satisfaction scores for the twenty themes should provide some encouragement for the College authorities. In spite of the overall decline, thirteen items still achieved \bar{x} scores above the median (3), compared with twenty in Test 1. see Table 8.0.9.

TABLE 8.0.9. COMPARISON: THEMATIC SATISFACTION SCORES
TEST 1 (79) AND TEST 2 (81)

SATISFACTION CLASS	CLASS INTERVAL (1-5)	NUMBER OF THEMES	
		TEST 1 (79)	TEST 2 (81)
GOOD - VERY GOOD	4.0 - 5.0	10	4
MEDIOCRE - GOOD	3.0 - 3.9	10	9
POOR - MEDIOCRE	1.0 - 2.9	0	4
VERY POOR - POOR	1.0 1.9	0	3
	TOTAL	20	20

It would be unwise to infer too much from this tabulated information without taking into account the themes' inclusion frequency in essays. Criticism or praise may have emanated from a committed minority and be totally unrepresentative of majority views, e.g. of the four themes achieving mean (\bar{x}) Satisfaction scores > 4.0 , only two were mentioned consistently (over 40%), SOCIAL LIFE (47%) and COMMUNITY SERVICE (45%). The others both achieved inclusion rates below 10%; UNIFORM (5%) and COFFEE BAR (3%). They can hardly be accepted as majority opinions. Fortunately, this problem is minimised by the opportunity for an illuminative perspective, based on a second interview with the original sample.

At this point, the focus of attention was switched to

- the task of establishing the possible existence of a significant statistical relationship (at 0.05 level) between the final (1981) individual Attitude scores (20-100) and the list of internally and externally derived Student Profile indices used with the initial data (1979).

Reference to Table 8.1.0. will show that the Variance analysis generally supported acceptance of the Null Hypothesis (H_0) and a high proportion of the selected independent variables again failed to reach the 0.05 level of significance.

TABLE 8.1.0. COMPARISON ANALYSIS OF VARIANCE, STUDENT ATTITUDE SCORES, TEST 1(79) AND TEST 2(81) AS DEPENDENT VARIABLE

INDEPENDENT VARIABLE	ATTITUDE TEST 1 (79)		ATTITUDE TEST 2 (81)	
	'F'	'P'	'F'	'P'
Feeder School	1.20	0.31	0.49	0.99
Academic Performance	1.04	0.41	1.59	0.11
Academic Category	1.37	0.25	2.86	0.04
Registration Group	2.06	0.02	3.05	0.002
Number of 'A' Levels	2.08	0.08	2.34	0.07
Link Courses (Aston)	0.005	0.82	0.008	0.99
Internal Exams.(VI)(80)	0.99	0.42	1.76	0.09
Socio-Economic Status	0.48	0.75	0.34	0.99
Sex	1.71	0.19	1.38	0.24
Family	0.005	0.82	0.30	0.99
Preliminary 'A' Levels(81)	-	-	15.36	0.001
External 'A' Levels(81)	-	-	7.99	0.001

However, this was not true of all the independent variables tested against the final set of Attitude scores produced in 1981.

Evidence from the initial essays (1979) had pinpointed REGISTRATION GROUP membership as one of the few internal institutional processes to influence early Attitude responses

(F, 2.06; p. 0.02). These administrative groups were designed entirely for administration purposes and established on the basis of Advanced level subject patterns (Arts, Science, Mixed). However, there was no evidence at the entry stage that Academic Category had any recognisable influence upon Attitude patterns (see Table 8.1.1.).

TABLE 8.1.1. STUDENT ATTITUDE SCORES. VARIANCE ANALYSIS:
BASED ON ACADEMIC CATEGORY AS INDEPENDENT
VARIABLE

INDEPENDENT VARIABLE	ATTITUDE TEST 1(79)		ATTITUDE TEST 2(81)	
	'F'	'P'	'F'	'P'
ACADEMIC CATEGORY	1.37	0.25	2.86	0.04

However, results from the final test (F, 2.86 : p, 0.04) were sufficiently significant to reject the Null hypothesis (at 0.05 level) and confirm the differentiation processes arising from the possession of common subject interests, career aspirations and further opportunities for daily contact and discussion in Lecture groups.

The second set of essays also confirmed the early suspicions that twice daily contact in Registration periods^⑥ provided an ideal environment for informal conversation, leading to the germination and dissemination of opinions regarding the institution. (F ratio, 3.05; p. 0.002). This low 'p' value suggests that the Attitude scores achieved by the separate groups was unlikely to be the result of chance and that daily coexistence had engendered a consensus view of institutional processes among the group. In a sense, the enforced group affiliation created by the College Authorities perpetuated the 'streaming' role within peer groups recognised by Lacey (1970). In the words of

Macfarlane (1978) p.175, 'the socialising role of the Tutor Group is important and likely to become increasingly so as the College grows in size.'

Results from the initial investigation hinted that Academic ability, as measured by internal examination performance, partly influenced student perception of the institution, although this was never substantiated statistically.

Evidence gradually accumulated that this independent variable became increasingly influential upon student Attitudes over the two years. This fact can be clearly established from Table 8.1.2.

TABLE 8.1.2. STUDENT ATTITUDE SCORES: BY MEASURES OF ACADEMIC ABILITY

INDEPENDENT VARIABLE	DATE	ATTITUDE TEST 1 (79)		ATTITUDE TEST 2 (81)	
		'F'	'P'	'F'	(P'
ACADEMIC PERFORMANCE (O LEVEL AT ENTRY)	SEPT. 79	1.04	0.41	1.59	0.11
LOWER SIXTH EXAMS (\bar{x})	79-80	0.99	0.42	1.76	0.09
PRELIMINARY ADVANCED LEVEL	SPRING 81	-	-	15.36	0.001
EXTERNAL ADVANCED LEVEL	JUNE 81	-	-	7.99	0.001

Analysis of Attitude scores from both essays, shows that Academic performance inherited from the Feeder school period and based upon the number of Ordinary Level passes achieved by each student prior to entry had no statistically

significant effect on student perception. Reference to Table 8.1.3. shows that, with the exception of the low score recorded by individuals without any qualification and a suggestion that Attitude scores were higher among the more able students, the values are generally close and show no overall trend.

TABLE 8.1.3. ATTITUDE SCORES ON DEPARTURE : BY ABILITY ON ENTRY

INDEPENDENT VARIABLE	ORDINARY LEVEL PASSES (GRADES A.B.C., CSE.1)										
ACADEMIC PERFORMANCE	0	1	2	3	4	5	6	7	8	9	10
ATTITUDE SCORES	22.4	64.0	62.8	61.8	53.4	60.4	58.6	64.1	61.5	73.7	71.8

However, when INTERNAL examination results were substituted as the Academic Performance measure, statistical evidence showed that in some cases the alternative hypothesis could be substituted and that a recognisable relationship existed between student progress in College and their attitudes towards the institution. The significance of internal examination performance increases parallel with the period of residence at Yale.

When the initial test essay was written, no internal examinations had taken place; therefore, students had no measure of attainment specific to the Yale context, and the influence of this independent variable was not statistically clear cut. (see Table 8.1.4.)

TABLE 8.1.4. ATTITUDE SCORES AT 'ENTRY' AND 'DEPARTURE':
BY INTERNAL EXAMINATION (LVI - 1979-80)

INDEPENDENT VARIABLE	INDEX	EXAMINATION (MARK INTERVAL)	ATTITUDE SCORES(\bar{x}) TEST 1(79)	ATTITUDE SCORES(\bar{x}) TEST 2(81)
LOWER SIXTH EXAMINA- TIONS	1	1-30	77.8	46.6
	2	31-45	85.3	60.1
	3	46-55	80.9	60.8
	4	56-65	82.9	67.5
	5	66-80	83.8	71.6
	6	81-100	87.3	72.9
			F = 0.99 p = 0.42	F = 1.76 p = 0.09

While there was insufficient statistical evidence for rejecting the Null hypothesis in 1979 there was a strong suggestion that Attitude scores increased in line with Academic success. Student recognition of their success or failure in the pursuit of cognitive skills appeared to influence their perception of the institution providing the basic tuition even at that early stage.

The influence of this independent variable became magnified as internal examination pressures built up in the second year and statistical evidence leaves little doubt of its potency as a factor in Attitude formation at that stage (1981).

Reference to results achieved in the PRELIMINARY ADVANCED LEVEL examinations, (Spring 1981), which immediately predated the second last essay, confirm this view. See Table 8.1.5.

TABLE 8.1.5. ATTITUDE SCORES AT DEPARTURE : BY PRELIMINARY (INTERNAL) ADVANCED LEVEL EXAMINATION RESULTS

INDEPENDENT VARIABLE	INDEX	EXAMINATION (MARK INTERVAL)	ATTITUDE SCORES (\bar{x}) (TEST 2)	
INTERNAL PRELIMINARY ADVANCED LEVEL RESULTS (SPRING 1981)	1	1-30	50.7	
	2	31-45	65.5	
	3	46-55	71.7	
	4	56-65	72.1	
	5	66-80	73.2	
	6	81-100	74.0	
			F = 15.36	P = 0.001

There is no doubt that students who achieved a higher success rating in cognitive terms expressed greater satisfaction with the institutional environment, while the less successful were more apt to be critical of the learning milieu.

Analysis of student performances in the Welsh Joint Education Committee's Advanced Level Examinations, (June 1981), produced a very similar result. They again emphasise the direct link between Academic achievement under examination conditions and Attitude score, although the correlation between attainment and attitude is not quite as marked, but still statistically significant at 0.05 level ($F = 7.99$; $p = .001$) see Table 8.1.6.

TABLE 8.1.6. ATTITUDE SCORES AT DEPARTURE : BY EXTERNAL ADVANCED LEVEL RESULTS (JUNE 1981)

INDEPENDENT VARIABLE	*PERFORMANCE INDEX	ATTITUDE SCORES (\bar{x}) TEST 2	
ADVANCED LEVEL EXAMINATION RESULTS (JUNE 1981)	0	44.9	
	1	68.7	
	2	61.7	
	3	75.1	
	4	74.0	
	5	64.8	
	6	71.8	
	7	67.6	
	8	76.7	
	9	80.2	
		F=7.99	P=0.001

* DERIVATION EXPLAINED IN CHAPTER 5. Research and Analytical Procedures.

The analysis of Variance, using examination results as the independent variable, has pinpointed the influential role of academic attainment and progress upon student perception of institutional processes. Failure to cope with academic pressure apparently breeds discontent, leading to criticism of the College. Students are prone to condemn the institution for their failure, rather than blame themselves.

This produced a degree of polarisation into 'pro' and 'anti' factions in both tests, but the proportions were always unbalanced, see Table 8.1.7.

TABLE 8.1.7. POLARISATION OF ATTITUDES: TEST 1 and 2

CLASS	ATTITUDE CATEGORY	SCORE	TEST 1(79) %	TEST 2(81) %
PRO	UNCOMMITTED/ FAVOURABLE	61-100	88.2	70.1
ANTI	ANTAGONISM/ CRITICAL	20-60	11.8	29.1

There is, therefore, clear cut statistical evidence that the most potent influences affecting students' Attitude in the Yale context emanate from INTERNAL PROCESSES which develop during the two year period of residence at the Sixth Form College.

This agrees with the findings of Jones (1938), Lentz (1938) and Newcomb (1947) based upon studies of American College students. They also maintained that Attitudes changes monitored during the course of each study resulted

from internal College influences producing final consensus opinions among what was originally a heterogenous group.

Attitude scores from the 1981 test essays were certainly not homogeneous. Differentiation processes were apparent and an increasing tendency for polarisation of opinions was revealed (see Table 8.1.7.).

Some processes were imposed upon the cohort by management decisions over which they had no control, e.g. REGISTRATION GROUP membership, but this gradually forged a common perception of the institutional system. Other Attitude formation mechanisms were selected independently by the students themselves; in particular, their ability to cope with the academic pressures posed by the overt curriculum led to some degree of polarisation.

CHAPTER 9. STUDENT ATTITUDES AND PERCEPTION; DEPARTURE
(MAY 1981)

PART A. AN ILLUMINATIVE ASSESSMENT

Again attitude assessment had been derived from subjective written comments produced in essay form. No attempt was made to define their form or content, in an effort to collect freely expressed, personal opinions.

While this strategy was consistent with the phenomenological perspective, it again created interpretation problems, since individual essays contained references to only a selection of the twenty themes isolated as Attitude indicators. (Those selected by each Student, according to his/her personal perception of the innovative programme).

To ascertain overall opinions at the end of the two year course, it was necessary to monitor the complete range of Attitude themes, to clarify some of the points raised and delve into peripheral issues, by using structured interviews with a selected sample.

The original intention was to employ an identical Student sample throughout the two year study, to maintain continuity. This objective was hampered by the premature departure of three respondents during 1979-80 session. However, the problem was resolved by substituting students of the same sex and academic background, with similar Attitude scores in the initial survey. It was felt that this minor variation in sample composition would not significantly affect the data and did not preclude a valid comparison of results.

Timetable restraints dictated the precise date and length of the second interview series. They were completed during the months of April/May 1981, after completion of the final test essay, and lasted an average of 40-45 minutes.

One of the basic aims was to collect information for Comparative purposes, and consequently, interview themes (see Appendix, A4) corresponded as closely as possible with the initial 1979 schedule. It is important to remember that the initial interviews took place very soon after entry and cover 'first impressions' of the College. The second set was the product of a two year acclimatisation process and represent a more realistic, 'long term appraisal'. The vital question is whether opinions remained consistent or changed substantially?

Question 1, sought to identify the Advantages perceived by these students in extending their education beyond the compulsory school leaving age at a separate Sixth Form institution.

Replies were dominated by three main issues:

- 1) Fifty-two percent saw the College purely as a source of additional academic qualifications enhancing ultimate career choice. This is illustrated by the following quotation. 'A far wider choice of jobs and Higher Education places when I leave Yale'.
- 2) Another 41% saw it as an opportunity to ease the transition between school and adult society by placing an emphasis upon personal decision making. In the words of one student. 'The personal choice of how to use my own time beneficially and also to provide a stage from school to the real world'.
- 3) Finally, transfer to a Sixth Form College at 16+ was seen by 24% as an opportunity to develop new social contacts

with people of the same age and interests who had previously attended different schools. Answers to Q.10 (b) reinforced the importance of the College as a socialising influence, i.e. 83% of sample stated they had regular external social contact with friends not known prior to arrival at Yale.

An attempt was also made (Q.3) to quantify (using an ordinal, 1-5 scale) student assessment of specified Short and Long Term Advantages associated with an extended Sixth Form career (the list was compiled from, 'Sixth Form and its alternatives' N.F.E.R. Dean et al, 1979), see Table 9.0.1.

TABLE 9.0.1. ADVANTAGES ACCRUING FROM SIXTH FORM MEMBERSHIP

ADVANTAGES	YALE (1981)		N.F.E.R. STUDY (1970)	
	RANK	(1 - 5)	RANK	1 - 5
A) <u>SHORT TERM</u>				
1) Allows me to study subjects that interest me	1 =	3.8	1	4.1
2) Broadening my outlook	1 =	3.8	2	3.6
3) Allowed me to be with my friends	3	2.9	3	3.3
4) Provided something to do while seeking a job	4	1.3	4	2.7
B) <u>LONG TERM</u>				
1) Earning a Qualification allowing me to enter Higher Education	1 =	4.1	1	4.4
2) Attaining qualifications for a chosen career	1 =	4.1	2	4.2
3) Improving Career prospects and horizons	3	3.9	2	4.2
4) Providing a breathing space to consider career decisions	4	3.1	4	3.6

Scale = 1 = Not at all 2) A little 3) Some 4) Much 5) Very much.

Apparently, like their peers elsewhere, the Yale Students interviewed, favoured the Long term advantages, rather than

the immediate transient benefits, (cf \bar{x} , Short term 3.3, with \bar{x} , Long Term, 3.8). The rank order of advantages is virtually identical ($R = 0.89$), and the two sets of results reveal few discrepancies.

The image of Sixth Forms as temporary havens from employment received scant support from both groups. However, the Yale mean (1.3) was 50% lower than that recorded in the N.F.E.R. study (\bar{x} , 2.7). This may be partly due to group composition. The Yale survey contained only students nearing completion of their Advanced level course, while the comparative N.F.E.R. study covered the entire 16-19 age spectrum.

Attention in Question 1b focussed upon the debit aspects of Sixth Form membership. Answers were highly varied and some difficulty was experienced in establishing an overall consensus view.

Aspects of the OVERT CURRICULUM inspired the highest number of comments (from 41% of sample) and several distinct components were singled out for criticism.

COMPLEMENTARY STUDIES once again stimulated very adverse comments in this context (mentioned by 17%, cf with 13% who specified this answer to an identical question in the N.F.E.R. study). Both separate research projects revealed a strong student hostility towards this curriculum element. This impression was previously gained from earlier oral and written statements and further reinforced by these interviews.

There were also adverse comments regarding the Careers Guidance programme, mainly because of 'its narrow outlook, focussing only upon the professions and Higher Education'.

A similar view was expressed by another Student; 'if you are not going to University or Poly, you are not given much help in choosing a job or other course to follow'. Similar criticisms were also voiced in answer to Q.4(a). What is your opinion of the Careers Guidance and advice you have received at Yale?

When asked to single out the greatest difficulty encountered during their two years at Yale, 73% identified some form of Academic problem. A substantial proportion (38%) commented on the heavy work load and the demanding nature of Advanced Level courses. Study motivation was mentioned by 30%; in the words of one respondent, 'at first, it was very difficult to draw the line between work and leisure and to be honest I have never really solved the problem'.

Question 5 provided an opportunity for a more detailed analysis of STUDY PROBLEMS among the student sample. The results are summarized in Table 9.0.2.

TABLE 9.0.2. ANALYSIS OF STUDY PROBLEMS: BASED ON INTERVIEWS (APRIL/MAY, 1981)

STUDY PROBLEM	RANK	\bar{x} (1 - 3)
Motivation	1 =	2.1
Coping with examinations	1 =	2.1
Organising a work schedule	3	2.0
Work standard	4	1.9
Work load	5 =	1.8
Organising free time	5 =	1.8
Producing class notes	7	1.1

Scale: 1 = No worry, 2 = Some worry, 3 = Much worry

While none of the study skills noted appear to have created drastic problems, a mean of > 2.0 for 3 items suggests

some degree of apprehension, particularly regarding; Study motivation (2.1), coping with examinations (2.1) and adhering to an organised work schedule (2.0). Opinions concerning available STUDY FACILITIES in the College (Q6) were generally favourable, although several individuals again criticised overcrowding in the Library, especially during those occasions when the Common Room was closed, e.g. Periods 1 and 2 each day.

Most comments on this Private Study theme focussed on the compulsion element associated with supervised Private Study in the Lower Sixth year.

Forty percent of respondents were in favour of timetabled private study throughout the course. In their own words 'an element of compulsion is a good idea for most students, or they would do no work'. This figure correlated with the 41% who favoured 'compulsion' in the first interview, see Table 7.0.6.

Conversely, 10% maintained that compulsion should be discontinued in the second year, when students should be capable of organising their own personal study programme. 'Private study should be timetabled in the Lower Sixth, but not in the Upper Sixth where you expect more freedom'.

Of the remaining 50% interviewed, 10% had no strong views on the issue, but the final 40% were still sceptical of timetabled private study as a means of inculcating the work ethic. As one of their number remarked, 'compulsion is no good; it must be motivated by the individual who must want to do it, if it is to be effective'. Again these results are

consistent with the 59% who rejected college interference in personal study organisation during 1979.

The next question (7) provided an opportunity for quantitative (1-5) assessment of the STAFF performance in their teaching/lecture and pastoral roles. A comparative element was introduced by repeating the question format in both interviews; to monitor any change in student perception overtime.

The results are summarized in Table 9.0.3.

TABLE 9.0.3. ASSISTANCE PROVIDED BY STAFF.
SATISFACTION SCORES (1, VERY LITTLE - 5, VERY MUCH)

GUIDANCE TOPIC	SCORES INTERVIEW 1 (79)		SCORES INTERVIEW 2 (81)	
	RANK	\bar{x}	RANK	\bar{x}
(a) Discussion and analysis of information	1	3.6	1	3.8
(b) Adjusting to 'A' level standards	2	3.4	2	3.2
(c) Applying and organising background reading	3	3.1	3	3.1
(d) Study motivation	4	3.0	5	2.3
(e) Effective notemaking	5	2.6	4	2.6
(f) Planning work schedules	6	2.4	6	2.2

$$R = 0.943$$

Data suggests that student opinion remained virtually static in this context. A marginal decline occurred in the assessment of staff help with Study Motivation (-0.7), but otherwise scores were very consistent.

The effectiveness of a Sixth Form institution can only

be partly monitored through its Academic performance as measured by external examination 'successes' and the scope of its 'overt' curriculum. The college is also a Social organisation and the 'hidden' curriculum makes a vital contribution to the development of Social and Life skills.

The current research has shown that student perception of the College is most strongly influenced by social processes internal to the system. Like most institutions, Yale possesses a formal status structure, but students clearly felt very strongly that the traditional divide between staff and students should be blurred and their emergent adulthood recognised.

Therefore, attention was directed in Q.8a towards Staff: student relationships. The Satisfaction index (1-5), based on the final essay results (\bar{x} , 3.7) had suggested reasonable compatibility and integration between the two groups. This was also the overall impression gained from interviews. Most respondents (66%) were complimentary and often generous in their praise, using such phrases as, 'student and teachers respect each other' and 'staff take a genuine interest in the students and treat them as adults and not young children'. This pre-occupation with, 'adult treatment' and 'a mature society' was always a recurrent theme.

On the other hand, there were criticisms either of individuals or staff in general. Twenty three percent still maintained that staff made insufficient effort to fraternise outside the class room and did not support extra-curricular social activities, e.g. 'Staff tend to keep a low profile in

student life, apart from teaching their subjects'.

However, only 10% condemned relationships as totally unsatisfactory. In the words of one of their number, 'we are treated as if we were in Primary School and not as adults'.

Analysis of the first essays, supported by interview findings, had revealed the strength of Year Group affiliation as a potent social polarisation factor in the first term. Fraternisation between the new intake and their Upper Sixth counterparts was even more limited, as each peer group strove to maintain its own identity

Results from the final essays had been less conclusive although barriers appeared to be breaking down, and the interviews provided a chance to clarify the situation.

About 48% of those questioned still felt that integration of separate year groups was not totally achieved and that peer group affiliation continued to function as a strong differentiation force. In their words, 'The Upper and Lower Sixth are in general two separate groups, with few people able to traverse the barriers between them'.

However, several individuals commented on the improvement in relationships during the first year (79-80) as students became more familiar and the newcomers were accepted as College members, rather than a heterogenous new intake from separate schools.

Questions 9 and 10 investigated the SOCIO-METRIC patterns of the interview sample as the basis of a model covering the entire year group.

Eighty three percent of the sample felt that Yale Sixth Form College provided ample opportunity for generating new social contacts, inspite of its short period of studentship. Seventy two percent indicated that their 'best' friend was another College student (67%, Girls; 79% Boys). Only 42% of these friendships predated Yale entry, while the rest (58%) arose from initial meetings within the College. Again, a sexual differentiation was apparent. 60% of GIRLS retained their pre-Yale 'best' friend, while the corresponding figure for BOYS was 36%. Although the sample is too small to infer correlation, this does suggest that girls establish permanent friendships with their own sex at an earlier age.

The interview evidence pinpointed;

- 1) Neighbourhood/residential links (31%)
- 2) Feeder School attendance (34%)

as the major stimuli for continuing Pre-Yale friendships.

Many opportunities for social contact exist within the College. Lecture group contacts were singled out as the primary friendship stimulus (48%), while many new relationships were cemented through 'mutual friends' (28%).

Statistical evidence based on essay content has consistently emphasised the role of Registration group membership as an Attitude differentiation process. However, its influences as a sociometric stimulus was less marked (14%). 'Chance', played a minor role in this social context, with 10% of new friendships established during Social events or free periods in the Common Room.

A minority (5%), claimed that some so called 'friendships' were merely 'shallow' or 'transitory', operating only within institutional boundaries during College hours. In the words of one student, 'if you are having lessons with people from different schools, you eventually have to mix, but often this remains only a college contact and does not blossom with a real friendship outside College'.

The student body selected for study exhibits a wide range of Social, Economic and Academic backgrounds (see Chapter 2: The Sample) and the interviews provided an ideal opportunity to investigate the influence of these differentiation indices upon social integration within the group.

Entry policy during the study period (1979-81) was theoretically open-access fulfilling comprehensive ideals. In practice, only traditional examination orientated 'O' and 'A' level courses were offered. The administrative policy was geared to Advanced level options and the minority of Ordinary level resit candidates were filtered into the system, to avoid their recognition as a separate faction, with second class status.

Sixty-four percent of the interview sample were convinced that variations in Academic ability/achievement provided no barrier to social admixture. In the words of one respondent, 'students at Yale do not bother about grades in examinations or how clever a person is; it is their character and personality that counts'.

The other 36% were more sceptical of the true level of integration between high and low achievers, although some maintained that the fundamental cause was conflicting interests, rather than academic snobbery. A further minority (10%) proposed that unsuccessful social integration between these ability groups stemmed from their enforced separation within the timetable structure, reducing available contact time. As one student said, 'I have noticed that people doing just 'O' levels seem to form groups, as do the Advanced level people due to the fact that you are with the same people for all your lectures'.

Undoubtedly, male and female students mix freely within and across year group barriers; this verdict was virtually unanimous. Where criticism of sexual integration occurred, it was usually related to personality problems, e.g. shyness. However, individual difficulties were occasionally compounded by the dominance of one sex in lecture groups. As one girl remarked, 'I had some trouble adjusting to being the only girl in one of my classes, but I have overcome this problem now'.

Transfer to a common Sixth Form institution at 16+ causes a disruption of existing peer groups and necessitates the establishment of new relationships to replace those weakened or destroyed by dispersal.

Evidence from essay and interview sources suggest that this particular student cohort experienced only minimal social integration problems after transfer. The College provides a successful environment for new social contacts and each new intake soon adopts its own identity.

Effective Pastoral Care is considered an essential ingredient in modern educational institutions. The Key element in the Yale system is the Personal Tutor; the core of a planned Guidance model, forming the ultimate link between staff, students and parents.

Questions 10 and 11 were included to gauge whether student perception of the system's operational efficiency matched the designers' idealistic aims and objectives. This subject was particularly interesting, because this was the only theme to achieve an enhanced satisfaction score in Test 2. (\bar{x} , 3.3 (79) - \bar{x} , 3.7 (81)).

Favourable comments emanated from 50% of the sample, and this half made very few adverse criticisms.

Conversely, 17% were totally condemnatory in their remarks. Problems identified included;

- 1) Clashes of personality, undermining the system's efficiency, e.g. 'I did not think much of the Personal Tutor system. If there is a personality clash, you are stuck with it for two years!
- 2) Possession of tutors of the opposite sex which 'prevents personal discussions'. (That criticism came entirely from female students).
- 3) Allocation of a Personal tutor who does not teach the individual concerned. 'I am not particularly happy with the system; my personal tutor does not teach me and therefore it is more difficult to identify with him'.

Approximately 20% of the sample maintained that Tutor effectiveness varied according to the problem raised. Academic and Career topics were freely discussed and solutions negotiated, but there was greater reluctance to broach more

personal matters, e.g. Health, Domestic circumstances, etc. This particular cohort was unfortunate to be affected by the change in Pastoral Organisation which occurred during the 1980-81 session. Many individuals experienced a mid-course change in Personal tutors and some found this experience unsettling. As one respondent remarked, 'the change between the Upper and Lower Sixth was not a good idea, since my 2nd Tutor has not been as successful'.

While this subjective interpretation of verbal statements provided an invaluable illuminative perspective, substitution of a numerical measure may facilitate easier comparison. Student perception of the Guidance system was tested by attempting to correlate specific problems with the Staff member seen as most likely to provide the solution, see Table 9.0.4.

TABLE 9.0.4. PASTORAL PROBLEMS: SOURCE OF SOLUTIONS (RANK ORDER OF INDIVIDUALS TO APPROACH

PASTORAL PROBLEMS	PRINCI- PAL	VICE PRINCI- PAL	PERSONAL TUTOR	REGIST- RATION TUTOR	SUBJECT TUTOR	NO-ONE
Timetable Clash	3	1	2	4	5	6
Study Problem	3	3	2	5	1	5
Underachievement in Examinations	3	4	2	6	1	5
Subject choices	4	1	2	5	3	5
Higher Education Applications	4	1	2	4	3	4
Clash with a member of staff	4	3	2	6	5	1
Complaints about teaching standards	3	2	5	6	4	1
Personal matter	4	4	2	6	3	1
Health matter	6	4	2	3	5	1

The most significant message emerging from this analysis

was that the Pastoral system does not operate in the manner perceived by its planners. Practice does not equate with intent. Students frequently chose to by-pass the Personal tutor and make direct contact with a more 'effective' member of the group. Staff were viewed as separate entities with specific roles, rather than as a linked team. Another alarming feature was the reluctance to discuss certain problems with any member of staff. This suggests that the level of trust and confidence engendered between student and Tutor was sometimes shallow and any success achieved illusory rather than real.

Question 12 returned to a subjective format, using Key phrases to stimulate sentence completion. The selected topics were chosen from essay texts and required additional clarification.

Two of the phrases dealt with DISCIPLINARY MATTERS. The first was deliberately open ended to encourage a wide range of reactions, i. e. 'Discipline in this College is.....'.

According to 80% of the sample, the Discipline measures adopted were appropriate, given the constraints imposed by Secondary school regulations. They felt that rules were kept to a minimum, but were sufficiently stringent to maintain a quiet, reasonably orderly study environment. 'Discipline is very fair.... any rules are generally commonsense things'.

Several respondents emphasised the need for unobtrusive regulations to encourage the development of self-discipline. It was felt that this was essential to create a 'College' rather than 'school' atmosphere. The following quotation

succinctly summarises the opinion of a majority of those questioned. 'The amount of discipline necessary in a College must be less than in school, because students should have a more mature attitude than younger children'.

Specific criticisms were aimed at existing rules. Frequent reference (24%) was made to the practice of 'signing out' when leaving the College premises. This topic was raised by some individuals in every essay and interview series, and clearly this regulation was regarded as irksome and unnecessary. Its value was certainly not appreciated by the Student body.

College Discipline evoked strong condemnation from the final 20%, but their criticisms stemmed from two totally opposed viewpoints.

Precisely half this group condemned what they regarded as 'the excessive strictness' of regulations, considering the average student age. As one said, 'Petty rules; we are still treated as children, but we are supposed to act like young adults'.

The remainder criticised the system's laxity, condoning absenteeism from lectures and the unsuitable attire worn by some students. This point is illustrated in the following quotation 'Slack; some trivial matters are punished while more serious matters, such as the ridiculous form of dress and appearance of some students, goes unheeded'.

Similar opinions regarding student attire were evoked by

Q.12(b) which sought reactions to the 'No Uniform' ruling. No-one advocated the re-establishment of compulsory uniform regulations, but 16% felt that a minority abused the freedom of choice provided. One individual went as far as to imply, 'it's found its own level and the truth is that we all dress far too casually'.

Student attention was then directed to the RECREATIONAL facilities available for use during free periods & the lunch hour. Most answers, as expected, focussed upon the Common Room provision and this has proved an evocative topic throughout the study. Many topics raised were consistent with previous survey content, e.g. overcrowding, furniture etc., but there were now more definite signs of increasing dissatisfaction with its amenities.

Less than 40% expressed any degree of satisfaction; noise, and smoke levels, exacerbated by the severe overcrowding, continued to annoy respondents.

A minority directed their comments to other leisure provision outside the Common Room and complained of lack of suitable accommodation for relaxation 'away from the crowds'. As one respondent phrased it, 'if you wish to drink coffee and talk to friends the Common Room is fine, but there is nowhere suitable for relaxing in peace and quiet'.

About 10% complained of inadequate facilities for physical recreation. They pointed out that staff supervision in the Gymnasium was obligatory but not always available and suggested that the College needed further amenities, e.g. a swimming pool and squash courts were mentioned.

Introduction of a Cafeteria system during the 1980-81 session did not significantly improve student assessment of the SCHOOL MEALS provision at Yale. 86% of those questioned spontaneously complained of Dining conditions, particularly the lack of space due to student numbers and the failure of earlier sittings to vacate tables.

Once again the menu did not please everyone. 'Chips and salad every day' was typical of the adverse comments received. Others complained that queues were excessive and late arrivals had a restricted choice of fare.

However, a view shared by the 14% who expressed unreserved satisfaction with the system was that, 'Dining conditions are as good as any cafe and at half the price'.

Analysis of the second essays had revealed a massive decline in support for STUDENT COUNCIL activities. (Satisfaction Score fell from \bar{x} , 4.4 (79) to \bar{x} , 2.5 (81). Face to-face confrontation in an interview situation, provided an opportunity to investigate the root causes of dissatisfaction. Comments suggested that there was still almost universal support for the principle of Student autonomy. Most criticism was aimed at deficiencies perceived in the Yale system and not the basic concept. In the words of one interviewer, 'The principle is very good, but unfortunately, the Students Council at Yale does not have any real authority..... every decision can be vetoed by Staff the system is a sham'.

The underlying causes of complaint were consistent and correlated with essay findings, i.e. decision making by a minority; an unacceptable level of staff interference; failures in communication and its limited effectiveness. A

statistical analysis into the Council's performance rating in designated matters produced the following results, (see Table 9.0.5.).

TABLE: 9.0.5. STUDENTS' COUNCIL: PERFORMANCE RATING (\bar{x})
(SCORES, 1: VERY POOR - 5: VERY GOOD)

INSTITUTIONAL PROCESS	RANK	\bar{x} (1-5)
Arranging social and charity events	1	4.3
Providing additional equipment for College	2	2.9
Maintaining links with Student Body	3	2.4
Canvassing Student opinions	4	2.0
Influencing College curriculum or administration	5	1.7

These figures reveal considerable satisfaction with the Council's efforts for Social and Charity work (\bar{x} , 4.3), while involvement in the purchase of new equipment for College, through fund raising events, also received a measure of approval (\bar{x} , 2.9). However, there was a feeling among some respondents that too much emphasis was placed upon raising money for external organisations and that in their own words 'charity should begin at home' more often.

The extent of Council influence upon the overt curriculum or administrative policy was severely questioned, (\bar{x} , 1.7) and dissatisfaction with its internal organisation and operating procedures was obvious among a substantial majority of those interviewed.

Yale's involvement in COMMUNITY SERVICE schemes received a strong measure of support throughout the research period. This theme achieved the highest satisfaction score (\bar{x} , 4.9) in the initial survey and showed only a marginal decline, (\bar{x} , 0.8) over the two years. Most students applauded its intrinsic benefits as a School-Community link, but recognised its time consuming demands on a small, dedicated minority.

Apparently, the minor decline in thematic satisfaction by the end of the Upper Sixth year resulted from project familiarity, which had destroyed the enthusiasm of those who had 'seen it all before'. A few suggested that projects should be restricted to alternate years and not repeated again by the same group. This idea is conveyed by the following quote, 'There is high enthusiasm on entry, but this is dwindling by Christmas. In the Upper Sixth, we are less enthusiastic due to repetition of projects. Also the C.S.V. (Community Service Volunteers) are narrow minded; they should alternate their efforts every two years'.

Completion of the final 45 minutes session (May 20th.1981) concluded nearly 50 hours of interviews spread over two years, and fulfilled the inherent progressive focussing aims.

PART B: A COMPARATIVE OVERVIEW (1979-81)

June 1981 saw the completion of all written and verbal research programmes and provided an opportunity for final review and comparative assessment.

The most notable statistical feature to emerge from both sources was a marked decline in mean student Attitude scores (\bar{x} , 82.6 to 69.2), along with a corresponding change in data distribution. The original, positively skewed histogram was substituted by a more normal bell shaped graph and the adage that 'familiarity breeds contempt', was borne out by the results. Any 'halo effect' present at entry had dissipated, as the group gradually became more aware of institutional shortcomings. This impression was borne out by the verbal dialogue, and respondents were much less reticent at the later stage, in voicing their criticisms of the College.

The thematic content of essays remained broadly similar in form and frequency. In the Frequency rank order tables, four themes occurred in the first six places in both essays, see Table 8.0.3. However, inevitable changes in the institutional and external environment over time ensured some variation in essay composition. Some perception processes declined in significance, while others came more sharply into focus.

Both themes heading the final FREQUENCY rank order table, concerned STAFF involvement in either the College's ACADEMIC or SOCIAL programme. Their performance in each role substantially conditioned student reaction to the institution

and they definitely emerged as the primary Attitude control factor at this stage.

Increased awareness of TEACHING STANDARDS (improved 5 places, 6th. - 1st.) confirmed the greater importance attached to the cognitive Skills element of the learning milieu as the course developed. Although references to the SOCIAL programme still figured prominently (50%), it was relegated to a secondary role. At entry, students had been concerned with the role of the 'hidden curriculum', but completion of Preliminary examinations and the imminent prospect of external Advanced Levels diverted attention to the 'overt curriculum'. The latter's major contribution to ATTITUDE evaluation in the final analysis was emphasised by the evidence of a significant correlation between academic achievement (measured by INTERNAL EXAMINATION performance) and ATTITUDE scores.

The major upsurge of interest in Academic related processes was not matched by a complementary rise in references to STUDY SKILLS among the group. This is difficult to explain, unless students felt that their brief was to write about the institution and not themselves. However, this does not explain the drastic reduction in frequency (63% - 29%) between the two essay sets. Fortunately, the illuminative interview sessions provided an additional opportunity to investigate the matter thoroughly. There can be no doubt that problems existed, or that students were reluctant to discuss their shortcomings in this direction. Yet, when asked to identify the main 'DIFFICULTY' experienced over the two years, 73% of the interview sample, mentioned a study related problem. Further probing pinpointed

'MOTIVATION' and 'COPING WITH EXAMINATIONS' as the major causes of anxiety, but only 40% of the sample agreed with the principle of compulsory timetabled Private Study periods.

After two years daily cohabitation, most friendship patterns were well established, and many essays praised the 'friendly atmosphere' among Staff and Students.

According to the interview sample, less than 50% (42%) of these relationships predated Yale entry and the College's success as a social stimulus is undisputable, in spite of minority views claiming that friendships were 'shallow' or 'transitory'.

As in the initial survey, the majority of respondents pinpointed LECTURE GROUP MEMBERSHIP as the most potent source of sociometric contact and confirmed the relative ineffectiveness of REGISTRATION GROUPS in this context. However, statistical analysis again recognised the latter's potential as an Attitude consensus stimulus and in this sense it fulfils the 'streaming' function recognised by Lacey (70). This poses the problem of whether DIFFERENTIATION and the possible POLARISATION of opinions stem entirely from differences in ability or are partly a product of enforced contact created by administrative selection, whether based on ability or any other criteria.

Subjective and empirical analysis of the essays, showed that only one theme (PASTORAL CARE) achieved an improved Satisfaction score (\bar{x} , 3.3 3.7). However, verbal discussions revealed some continued hostility to this guidance mechanism. Mid-term disruption and reallocation

had clearly been detrimental to its ultimate success and student conception of its mechanics did not match its conceptual idealism. Often, its hierarchical structure, involving the Personal Tutor as an essential link in the guidance chain or web, was ignored. The system's flexibility led to its misuse, since students were unaware of formal procedures and made direct contact with Staff members considered most capable of dealing with their specific problem.

Views upon DISCIPLINE and UNIFORM REGULATIONS had apparently changed very little over the research period and the same rules were consistently criticised. It appears that the institution's attempt to project a 'College' image, encouraged a greater expectancy of personal freedom levels than permitted by Secondary School regulations. This could have constituted a potential source of friction, but 80% of those interviewed assessed disciplinary levels as 'appropriate in the circumstances', but stressed the need for measures encouraging 'self-discipline' and an 'adult environment'. Frequent reference to the latter phrase emphasised the great importance student environmental perception attached to this image.

Correlation coefficients showed that student opinion regarding many institutional processes remained consistent, although the degree of satisfaction clearly declined. This was emphasised by the fact that only one (out of twenty themes) improved its Satisfaction score (1-5) in 1981. Conversely, two institutional themes, (1) Complementary

Studies and (2) Student Autonomy, engendered much adverse criticism in Test 2, resulting in a major decline in Satisfaction rating.

Although written information failed to clarify the exact causes of dissatisfaction, many missing details were extracted from the interview sample and justified the use of verbal dialogue in a supportive role.

In the case of Student Council Activities, the interviews produced a comprehensive list of specific criticisms. These included: Decision making by a student minority; a failure to communicate sufficiently with the constituents; an intolerable level of Staff interference; the lack of real authority and its limited sphere of influence.

As verified in other research documentation, the provision of a Complementary Studies programme was not viewed with enthusiasm by this particular cohort. Although they expressed disenchantment with the 'practice' rather than the 'principle', one wonders whether any package devised could overcome their deep hostility to the curriculum component.

The essay format chosen for data collection scored consistent success in identifying important perception processes, but left tantalising gaps in coverage, which were filled in by interview respondents, e.g. In the case of LEISURE facilities, most essay comments were confined to Common Room provision, but verbal discussions revealed further dissatisfaction with the lack of basic RECREATIONAL facilities of a more PHYSICAL or SPORTING variety e.g.

Swimming Pool, Squash Courts.

Similarly, the slight decline in satisfaction with COMMUNITY SERVICE schemes, (\bar{x} , 4.9 \rightarrow 4.1) was explained by over-saturation and an increasing awareness of its time consuming nature, impinging on academic study programmes. Also 'familiarity', blunted their appeal, since many schemes were repeated each year.

In general, statistical methods indicate few statistically significant links between Student Attitude scores and most of the preselected student profile indices. (which indicate the details of each individual's externally and internally derived characteristics). This lack of statistical significance must not be construed as an admission of failure, since validation of both Null and Alternative Hypotheses was equally crucial to the final result. However, the empirical data did establish probable links between Attitude consensus patterns and two specific processes, notably 'Registration Groups' and 'Academic Performance' (measured by internal examination marks). Student opinions of institutional processes responded mainly to internal stimuli, while external factors had little influence upon perception.

Empirical analysis ensures an wider acceptance of test material, but conversion of subjective comments into numerical values involves a degree of personal interpretation, with an inherent risk of 'dehumanising' results. The interview technique minimises this danger by bringing the researcher into direct contact with a representative cohort sample, and provides a mechanism for exploring issues in a wider context.

CHAPTER 10:CONCLUSIONS:

Choice of test instrumentation posed an initial dilemma, but the decision to attempt a synthesis of Functionalist and Interactionist perspectives was entirely vindicated by the results. It ensured that identification of relevant perception processes within the Sixth Form College emanated from the respondents' personal experiences. The researcher's role was to collate, interpret, and isolate the internal or external factors encouraging Attitude formation.

Use of a case study format implies that conclusions based upon the research data are particularistic; they apply to a selected cohort in a specified institution over a designated period. However, there is no reason to believe that the student sample was not representative of the previous College intakes or of the peer group in other institutions. Therefore, the results may indicate more general lessons.

The heuristic approach was justified by the marked changes observed in student Attitude scores between the entry (1979) and departure (1981) dates. Few variations were observed in the fundamental sources of student perception, i.e. the subject matter of the two open ended essays remained remarkably consistent, but their relative contribution towards individual Attitude patterns fluctuated over the two years, parallel with increasing criticism of the learning milieu.

Comparison of current research evidence with other

documented studies reveals the consistency of certain perception themes among this age group, in a whole range of learning milieu. Social integration, Study Skills, Complementary Studies and Student Autonomy occur regularly and the Yale survey was no exception.

Student opinion of the Sixth Form College was markedly 'Favourable' in the entry phase. (\bar{x} , 82.6, Attitude Score >81, 65%). This may represent post-transfer euphoria, based upon limited institutional experience.

Statistical analysis revealed that group heterogeneity, based upon diverse social and educational backgrounds pre-dating entry, had no significant influence upon the scale or distribution of Attitude scores among the sample. All research evidence emphasised the statistical insignificance of externally derived profile characteristics as Attitude differentiation processes. Domestic background and previous educational history had no discernable effect upon student assessment of Yale at any stage. Whether this affected those who did not choose to transfer to Yale in 1979 must remain problematic.

However, as time elapsed increasing disillusionment with institutional processes became more evident (1981, \bar{x} , 69.2, Attitude scores >81, 27.2%). Differentiation and some degree of Polarisation became realities, fuelled entirely by factors operating internally; the effective environmental controls were narrow in context and did not transcend institutional boundaries. Increased criticism saw a decline in the modal Attitude class, from 81-100, 'Favourable' to

61-80, 'Uncommitted', while the pro and anti-factions were more evenly represented, 27.2% and 29.9% respectively.

Individual student Attitudes were a personalised response to varied social and academic stimuli within the College environment, but there was evidence of normative group consensus.

In the absence of academic 'streaming', Registration group membership was 'imposed' rather than 'chosen', and based upon 'subject category' rather than 'ability'. While subject based sub-groupings failed to stimulate attitude consensus among members, it soon became apparent that the relaxed atmosphere in registration periods favoured the dissemination of experiences and opinions. The desire to conform to sub-group norms manifested itself in homogeneity of attitudes among these separate entities.

In the post-entry phase Social integration dominated student perception themes. (Test 1, 1979, FREQUENCY, 1st : STAFF : STUDENT INTEGRATION, 85%). Creation of a 'mature' social atmosphere was considered vital to the success of an institution catering exclusively for 16-19 year olds. Constrained by Secondary school regulations, Yale was never able to provide the level of personal freedom promised by its 'College' label and this was the ultimate cause of disenchantment among students.

However, interview data revealed that most students had entered the College seeking deferred gratification in employment terms. They had a high level of Academic expectancy from College membership and became more aware of the institution's

academic strengths and weaknesses as time progressed. (Test 2, 1981, FREQUENCY 1st. TEACHING STANDARDS, 82%). When results failed to materialise they were apt to blame the organisation rather than themselves. Failure to cope with Academic pressures posed by internal and external examinations led to increasing criticism, declining attitude scores and vice versa.

Attitude distribution immediately following institutional transfer was positively skewed. Differentiation processes operating within organisational boundaries gradually produced a more normal bell-shaped graph, in which each separate Attitude category was more evenly represented. There was no true bi-modal polarisation of attitudes, but less discrepancy between the percentages holding extreme viewpoints by the final stage.

In conclusion then, this study of certain social processes within a Sixth Form College shows that there is much in common with the conventional Secondary school. It would seem that the Sixth Form College is little different in process terms from the conventional sixth form.

APPENDIX

- A1. CALCULATION OF STUDENT ATTITUDE SCORES FROM ESSAY MATERIAL : THE METHOD.
- A2. INTERVIEW SCHEDULE, NO. 1., OCTOBER 1979.
- A3. QUESTIONNAIRE, STUDENT ATTITUDES, JANUARY 1980.
- A4. INTERVIEW SCHEDULE : NO. 2., MAY 1981.
- A5. SAMPLES ORDINARY LEVEL RESULTS, RESIT AND CONVERSION COURSES AT YALE, 1979-80.
- A6. ADVANCED LEVEL RESULTS, YALE COLLEGE, 1979, 80, 81.
- A7. ONE WAY ANALYSIS OF VARIANCE, COMPUTER DATA TEST 1, (1979).
- A8. ONE WAY ANALYSIS OF VARIANCE, COMPUTER DATA, TEST 2, (1981).
- A9. COMPLEMENTARY STUDIES AND ACTIVITIES : A SAMPLE PROGRAMME, SUMMER TERM, 1980.
- A10. CORRELATION MATRIX (COEFFICIENTS); PEARSON'S PRODUCT MOMENT.
- A11. CORRELATION MATRIX (SIGNIFICANCE); PEARSON'S PRODUCT MOMENT.

A1. CALCULATION OF STUDENT ATTITUDE SCORES FROM ESSAY
MATERIAL : THE METHOD

1. Twenty themes were selected for Attitude evaluation, see Table 5.0.1.
2. Divided into FOUR groups A. B. C. D.; according to rank order of importance selected by students and staff.
3. Attitude towards each theme gauged on a subjective 5 point scale.
 - 1) very antagonistic 3) mediocre 5) very favourable
 - 2) antagonistic 4) favourable
4. A weighting constant applied ranging from $A_n \times 4$ to $D_n \times 1$.
5. Since each essay did not necessarily contain reference to all twenty items, the calculation takes into account the 'number' of themes included in each group in each essay, i.e. n.
Assume a candidate;
 - a) mentions two themes in Group A and scores 8 out of a possible 10
 - b) mentions one theme in Group B and scored 4 out of a possible 5
 - c) mentions two themes in Group C and scores 5 out of possible 10
 - d) mentions two themes in Group D and scores 4 out of possible 10

RAW SCORE: FORMULA. (Rs)

$$Rs \left[\frac{\sum_{n=1}^5 An + \sum_{n=1}^5 Bn + \sum_{n=1}^5 Cn + \sum_{n=1}^5 Dn}{(An + Bn + Cn + Dn) \times 5} \right] \times \frac{100}{1}$$

Where An = number of themes in Group A

" Bn = number of themes in Group B

" Cn = number of themes in Group C

" Dn = number of themes in Group D.

e.g. $\frac{8 + 4 + 5 + 4}{10 + 5 + 10 + 10} \times \frac{100}{1}$

Rs = $\frac{21}{35} \times \frac{100}{1} = 60\%$

Convert to a WEIGHTED SCORE: Ws

FORMULA:

$$Ws = \left[\frac{\sum_{n=1}^5 An}{n \times 5} \right] \times 4 + \left[\frac{\sum_{n=1}^5 Bn}{n \times 5} \right] \times 3 + \left[\frac{\sum_{n=1}^5 Cn}{n \times 5} \right] \times 2 + \left[\frac{\sum_{n=1}^5 Dn}{n \times 5} \right] \times 10 = 100\%$$

n x 5 = maximum possible score for number of themes included in that group, e.g. in the previous example;

Ws = 32 + 24 + 10 + 4 = 70%

Comparison with the raw scores showed that while some weighted scores were very similar, the weighting produced a more realistic result by highlighting the importance of selected items and justified the computational effort involved. However, the degree of consistency is most important and this procedure produced a relatively rigid marking scheme which minimised variations in subjective appraisal of essay content.

A2 INTERVIEW SCHEDULE. NO. 1. OCTOBER 1979

SECTION A : VOCATIONAL

1. What you consider the single most important reason for deciding to stay on in the Secondary Education system after the 5th Form?
2. How far did Parental pressure influence your choice?
3. Would you have preferred to:
 - a) Continue in your previous school if it had possessed a Sixth Form, or
 - b) Transferred to a Sixth Form College?
4. What do you consider the single most important criterion for the successful functioning of a Sixth Form College?
5. In what ways do you consider Yale differs most from your previous Secondary school?

SECTION B: TRANSFER AT 16+

6. Did you experience any form of PROBLEM during the first few weeks after entering the Sixth Form College?
7. If so, what do you consider the single most difficult problem that you experienced?
8. Do you consider these problems might have been averted, if:
 - a) there had been an Open Week at Yale during your Fifth year?
 - b) there had been a longer induction period before lectures started?
 - c) An earlier start to the lecture programme.

SECTION C : SOCIAL RELATIONSHIPS(1) INTER STUDENT

9. What degree of successful mixing occurs between students from different Feeder schools?
10. Do Upper and Lower Sixth students integrate successfully?
11. It is claimed that a MIXED, COMPREHENSIVE Education system provides a natural atmosphere for social integration between;
 - a) the sexes
 - b) individuals derived from different Socio-Economic backgrounds
 - c) students of varying Academic ability
 - d) students sharing similar subject interests.How far is this true in Yale?
Rate your answer on THREE point scale;
 - 1) Unsuccessful, 2) Moderately successful, 3) Successful.
12. Have you made any new friends since you entered Yale?
If the answer is YES:
Did you meet them;
 - a) in lectures
 - b) in your Registration Group
 - c) through Sports/Games activities
 - d) during Social events
 - e) through mutual interests
 - f) any other means.

SOCIAL RELATIONSHIPS : STAFF/STUDENT

13. Do you find the Staff at Yale different in any way from those at your previous school?
If the answer is YES; give your REASONS.

SECTION D: DISCIPLINE

14. How does the DISCIPLINE in Yale compare with that in your Feeder school?

SECTION E: TEACHING METHODS

15. Do the Teaching methods employed by the staff at Yale vary significantly from those you experienced in your previous school?

If the answer is YES, give your reasons.

SECTION F: PASTORAL CARE

16. Evaluate the Pastoral Care/Student guidance system at Yale, by choosing one of the following options as being most appropriate:

- a) Prefer the Yale system
- b) Preferred the system in my previous school
- c) Can see no difference
- d) Neither system is effective.

17. Rate the effectiveness of the HELP given by Yale staff with each of the following aspects of your life and work in College.

Scale (1) very ineffective - (5) very effective

- a) making your own notes during lectures
- b) getting down to study
- c) applying and organising background reading from reference books
- d) Discussion and analysis of factual material, rather than simple memorising and repeating
- e) planning your personal work schedules
- f) Adjusting to differences in standards between 5th and 6th form studies.

g) Careers guidance.

SECTION G: ACADEMIC STUDIES

18. Do you consider that there are sufficient subject options in the Yale curriculum? Would you like anything added?
19. How does the work load in the Sixth Form compare with that at Ordinary Level in the Fifth Form?
20. Are you happy with your present timetable with regard to:
 - a) the number of lectures in each subject
 - b) the amount of free time?
21. Are the Private Study facilities in Yale satisfactory in your opinion? Could you specify any possible improvements?
22. Do you think that Private Study should;
 - a) be organised in the timetable structure
 - b) be left to the individual to organise in his/her free time?
23. Do you find it difficult to organise your own Private Study? Answer YES or NO.
24. What (if anything) would you consider to be your own personal major study problem?

SECTION H: COMPLEMENTARY STUDIES

25. Do you consider that the inclusion of a Complementary/General Studies Programme in the Sixth Form curriculum:
 - a) important
 - b) unimportant?

26. Do you find the Complementary Studies course in Yale Sixth Form College; a) stimulating b) boring or c) mediocre?

27. Would you prefer a General Studies programme that led to an external examination qualification at O, OA or A Level?

SECTION I: THE 'HIDDEN' CURRICULUM

28. Using a three point scale (1) Poor (2) Mediocre (3) Good, assess;

a) College SOCIETIES:

b) SPORTS/RECREATIONAL facilities

c) College SOCIAL FUNCTIONS

in terms of their

(i) variety, (ii) Number, (iii) Success.

Give reasons for your choice.

29. Do you feel that it is part of a Sixth Former's responsibility to be concerned with the welfare of Society in general and the Local Community in particular, especially the less fortunate?

30. What do you think about the range and variety of activities arranged by the Community Service Volunteers at Yale?

SECTION J: BUILDING AND FABRIC

31. What do you think of the College Buildings in terms of

a) available space for the number of students

b) appearance.

32. Do you find the Students' COMMON ROOM satisfactory?

Rate the following AMENITIES on a three point scale;

1) Unsatisfactory 2) mediocre 3) Satisfactory

- a) Size and space.
- b) Functional amenities e.g. Furniture
- c) Social atmosphere
- d) Coffee bar facilities.

SECTION K: SCHOOL MEALS

33. Do you find the Dining Room conditions satisfactory?

Assess the following on a three point scale:

- 1) Unsatisfactory, 2) Moderately Satisfactory,
- 3) Satisfactory:
- a) Dining conditions
- b) Standard of service
- c) the menu.

SECTION L: STUDENTS' COUNCIL

'A chance to take an active part in the running of the school has always, it is claimed, been a hallmark of the Sixth Form'. N.F.E.R. 1979. Sixth Form and its Alternatives.

34. (a) Do you think that the existence of a Students'

Council at Yale to represent student views is a sound idea in principle? Give reasons for your answer.

- (b) What aspects of student life ought to come under its jurisdiction?
- (c) How far do you think its decisions reflect the opinions of other students at Yale?
- (d) How successful do you consider the link between Council members and the students they represent?

A3. STUDENT ATTITUDE: A CASE STUDY: YALE SIXTH FORM
COLLEGE, WREXHAM, 1979-81.
JANUARY, 1980

COMPUTER NO.		MALE(M) or FEMALE(F)	
--------------	--	----------------------	--

(THIS WILL BE PROVIDED BY YOUR PERSONAL TUTOR)

SCHOOL ATTENDED PRIOR TO YALE	
-------------------------------	--

- 1) After ONE term at Yale Sixth Form College, please indicate whether you 'PREFERRED' conditions in your previous Feeder School or at Yale. Tick the appropriate box.

		Tick here
a)	I preferred my previous 11-16 school	
b)	I prefer Yale Sixth Form College	

- 2) In your personal opinion, how long did it take you to SETTLE DOWN' in the new College atmosphere, after transfer in September 1979? Please select the most appropriate answer from the following list and place a tick in the box provided.

TIME TAKEN TO 'SETTLE DOWN' IN YALE	TICK HERE
a) One week	
b) First week	
c) Several weeks	
d) First term	
e) Remain unsettled	

Thank you for your help with this research project.

I am very grateful for your continued co-operation.

K. Pritchard

A4. STUDENT ATTITUDE AND PERCEPTION: A CASE STUDY: YALE SIXTH
FORM COLLEGE, WREXHAM. - 1979-81 -

INTERVIEW SCHEDULE NO.2 UPPER VITH 1981

1. Complete the following statements:

- (a) The most valuable thing I have gained from being in the Sixth Form is:

- (b) The least satisfactory feature of my time in Yale Sixth Form College has been:

- (c) The greatest difficulty I have encountered during my stay in Yale has been:

- (d) The great difference I noticed between my Feeder School and the Sixth Form College has been:

2. Do you think that you (a) gained or (b) lost through being in the Vith Form at a separate College instead of an 11-18 Comprehensive School. State your reasons for the answer given.

3. These are some of the possible BENEFITS that are associated with staying on in Full-Time education beyond the Fifth Form. (In the light of your own experience rate each on a five point scale in the space provided - merely insert the appropriate number).

1 = Not at all 3 = Some 5 = Very considerable
2 = A little 4 = Much

STATEMENT

RATING

- (a) IMMEDIATE SHORT TERM ADVANTAGES

(i) It has allowed me to study subjects which interests me

(ii) It has broadened my outlook

(iii) It has allowed me to be with my friends

- | <u>STATEMENT</u> | <u>RATING</u> |
|---|---------------|
| (iv) It has provided something to do while seeking a job | _____ |
|
(b) <u>LONG TERM ADVANTAGES</u> | |
| (i) Earning a qualification enabling one to enter
Higher Education | _____ |
| (ii) Attaining the qualifications necessary for one's
chosen career | _____ |
| (iii) Improving career prospects and horizons | _____ |
| (iv) Providing a breathing space to consider career
decisions | _____ |
|
4. (a) What is your opinion of the Careers Guidance and Advice you
have received at Yale? | |
| (b) Has it helped you personally to make a career decision? | |
| (c) Can you suggest any improvements that may be necessary? | |
|
5. Have any of the following STUDY PROBLEMS caused you any worry in
the period you have been in the VIth Form? | |
| Rate on a THREE POINT SCALE: (1) No worry | |
| (2) Some worry | |
| (3) Much worry | |

- | <u>STUDY PROBLEM</u> | <u>PERSONAL RATING</u> |
|--|------------------------|
| (a) the MOTIVATION to study | _____ |
| (b) the VOLUME of the WORK LOAD | _____ |
| (c) the STANDARD OF VIth Form work | _____ |
| (d) coping with EXAMINATIONS | _____ |
| (e) Getting down to studying in FREE PERIODS | _____ |
| (f) Organising and adhering to a WORK SCHEDULE | _____ |
| (g) Making CLASS NOTES during lectures | _____ |
|
6. What is your opinion of the Conditions and Opportunities provided
for PRIVATE STUDY in Yale? | |
|
7. Rate the HELP given to you by STAFF with each of the following aspects
of your life and work in the VIth form. | |
| (Use a 5 point scale: 1 (none) to 5 (very much)) | |

- | <u>STATEMENT</u> | <u>RATING</u> |
|--|---------------|
| (a) Making your own notes during lectures | _____ |
| (b) Getting down to work in Free Periods | _____ |
| (c) Applying/Organising Background reading from Reference Books | _____ |
| (d) Discussion and analysis of factual material rather than
simple memorising and repeating | _____ |
| (e) Planning your own work schedule | _____ |
| (f) Adjusting to 'A' Level Standards | _____ |
|
8. Describe in your own words the relationship between the following
groups within the College. | |
| (a) STAFF-STUDENTS | _____ |
| _____ | |
| _____ | |
| _____ | |

(b) UPPER & LOWER WITH STUDENTS _____

(c) PUPILS FROM DIFFERENT FEEDER SCHOOLS _____

(d) HIGH LEVEL ACADEMIC ACHIEVERS/LOW LEVEL ACHIEVERS _____

(e) MALE & FEMALE STUDENTS _____

9. Do you consider Yale is an easy place to make new friends? Give reasons for your answer.

10. (a) Is your best friend male/female a member of this College?

(a) Yes _____

(b) No _____

(b) Was he/she your best friend before you entered Yale?

(a) Yes _____

(b) No _____

If your answer to (b) is YES. Did you meet? (Tick the appropriate answer/s)

(i) through living in the same area

(ii) through attending the same school

(iii) having a mutual friend

(iv) any other reason (Please specify) _____

(c) Do you associate frequently outside the College with any friend/s from Yale you did not know before you entered the Sixth Form?

Yes _____

No _____

If the answer to (c) is YES, did you first meet?

- (i) in a Registration Group
 - (ii) in a Lecture group
 - (iii) During a College Social Event
 - (iv) as members of a sports team
 - (v) through a mutual friend
 - (vi) a chance meeting e.g. in the Common Room/Library etc.
 - (vii) any other circumstances (Please specify) _____
- _____
- _____

(Please tick the appropriate answer/s)

10. What general comments would you make on the facilities existing within the College organisation for discussing and solving Individual Student PROBLEMS?

11. If you had a PROBLEM involving each of the following:

- (a) a TIMETABLE clash _____
- (b) a STUDY PROBLEM _____
- (c) Under-achievement in Examinations _____
- (d) Subject Choices _____
- (e) Higher Education applications _____
- (f) A personality clash with a member of Staff _____
- (g) A complaint regarding a Lecturer's presentation of
His/Her subject _____
- (h) A personal matter _____
- (i) A health matter _____

Which (if any) of the members of the Pastoral Care team in the College would you approach FIRST to discuss the matter?

- | | |
|-------------------------|-------|
| (i) Principal | (P) |
| (ii) Vice-Principal | (V.P) |
| (iii) Personal Tutor | (P.T) |
| (iv) Registration Tutor | (R.T) |
| (v) A subject tutor | (S.T) |

(Please write the appropriate INITIALS in the spaces provided)

12. Complete the following statements:

(a) DISCIPLINE in this College is _____

(b) The lack of SCHOOL UNIFORM in this College is _____

- (d) The feature of College discipline which I have found most irksome is

13. What is your opinion regarding the amenities provided in Yale for
- (a) Relaxing in free periods?
(b) To dine in the Lunch hour?
14. What do you think personally of the system of Student representation that exists within Yale Sixth Form College? (Students' Council)
15. How effective do you consider the Students' Council has been in each of the following matters:
Rate on a 5 point scale.
- (1) very unsuccessful
(b) Unsuccessful
(c) Moderately successful
(4) Successful
(5) Very successful

SUBJECT MATTER

RATOMG

- (a) making changes in College organisation e.g. timetable, curriculum etc.
- (b) canvassing student opinion before making decisions
- (c) maintaining a link with the student body it represents
- (d) arranging Social and Fund Raising events
- (e) providing additional equipment for the College use

16. Comment on the role played by COMMUNITY SERVICE PROJECTS in the student life of the College.

Please accept my sincere thanks for all the help you have provided during the two year research programme.

Keith Fritchard

TABLE A5 ORDINARY LEVEL RESULTS: STUDY SAMPLE (1979-80)
(PASS GRADES, A.B.C. only)

Results relate to internal Re-sit or Conversion
Courses

SUBJECT	NOVEMBER '79		JUNE '80		NOVEMBER '80	
	CANDIDATE NO	PASS RATE %	CANDIDATE NO	PASS. RATE %	CANDIDATE NO	PASS RATE %
Accounts			11	0		
Art-Design			4	10		
Biology	24	50	29	20	5	0
British Constitution			12	41		
Chemistry	14	50	19	42	1	100
Commerce			14	57		
Home Economics			3	100		
Design, Craft Technology			7	100		
Economics	1	100	56	63	12	66
English Language	41	61	35	46	7	14
English Literature	20	50				
Geography	28	61	23	39	6	0
Geology			4	50		
Eng. Drawing			3	66		
Ancient History			7	71		
History	14	48	21	34	6	33
Human Biology	1	0	10	20	2	100
Latin	2	0	5	60	1	100
Mathematics	35	46	81	30	26	46
Statistics			50	74		
French	14	43	16	50	2	50
German	5	20	8	13	1	0
Spanish			7	42	1	100
Music			5	80		
Physics	16	38	24	30	4	50
Scripture			6	83		
Welsh 03	7	100	2	100		
Welsh 02			1	100		
General Studies			23	83		

TABLE A6 : ADVANCED LEVEL RESULTS. YALE COLLEGE 1979-81

SUBJECT	1979		1980		No. of Candidates	1981 STUDY GROUP								% Pass Rate
	No. of Candidates	% Pass Rate	No. of Candidates	% Pass Rate		GRADES								
						A	B	C	D	E	O	F	Abs	
ART & DESIGN	15	66.6	13	84.7	16			1	3		10	2		25.0
BIOLOGY	38	76.3	38	81.6	34	6	5		5	3	7	8		55.9
CHEMISTRY	36	88.9	51	88.2	44	8	11	2	5	9	8	1		79.5
DESIGN, CRAFT TECHNOLOGY	1	100	3	100	9			2	4	2		1		88.9
ECONOMICS	38	79.0	60	85.0	54	2	7	8	10	7	13	6	1	64.2
ENGINEERING DRAWING	4	75.0	5	80.0	6			2	2		2			66.7
ENGLISH	102	69.6	76	69.7	93	2	12	15	11	23	23	7		67.7
GEOGRAPHY	50	74.0	51	70.6	34	3	4	4	5	6	8	4		64.7
GEOLOGY	14	50.0	8	62.5	12		1		3	1	1	6		41.7
GREEK & ROMAN HISTORY	11	72.7	11	100	7		4	1	1	1				100
HISTORY	65	76.9	54	74.1	39	1	4	9	12	5	4	4		79.5
HOME ECONOMICS F/N.			8	75.0	19	2	5	2	1	3	2	4		68.4
HOME ECONOMICS C/T.			5	80.0	5		1	1		2		1		80.0
MATHEMATICS	58	69.0	87	69.0	88	12		9	12	14	15	15		65.9
PURE MATHEMATICS	13	100	2	100	8	4	2	1	1					100
APPLIED MATHEMATICS	12	100	2	100	8	3	2	2	1					100
FRENCH	34	58.8	24	75.0	18	1	2	3	5	2	3	2		72.2
GERMAN	4	75.0	11	63.6	9			1	4	2		2		77.7
MUSIC	10	70.0	10	60.0	12	1	1	1	4	2	2	1		75.0
PHYSICS	50	76.0	53	79.3	58	11	11	8	9	7	6	5	1	79.3
WELSH	8	87.5	7	100	5		1	2	1	1				100
RELIGIOUS STUDIES	20	80.0	13	69.2	9		2	1		2	2	2		55.5
SOCIOLOGY					19	2	3	1	2	1	6	4		47.4
COMPUTER SC.					17	1				8	5	3		52.9
ELECTRONIC SYSTEMS					9			3		1	3	2		44.4
	583	77.2 x	592	80.3 x										70.1 x

NB. DUE TO CURRICULUM CHANGES SOME SUBJECTS SAT IN 1979 AND 1980 HAVE NOT BEEN INCLUDED
 IN THE TABLE: ACTUAL TOTAL PASS RATES - 1979 = 75.0
 - 1980 = 73.0

A7. ONE WAY ANALYSIS OF VARIANCE: STUDENT ATTITUDE
SCORES: TEST 1 (1979)

(1) ANALYSIS ON VARIABLE : STUATT 1 WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE: FEEDR

TRET	SIZE	MEAN	STD.DEV.
1	45	85.07	15.99346
2	13	90.08	11.75061
3	19	81.84	16.71082
4	34	81.47	15.97960
5	38	82.00	15.36757
6	59	79.20	15.96524
7	16	86.25	10.84743
8	16	82.88	13.71070

SOURCE	SUM OF SQ	D.F	MEAN SQ	F	PROB
BETWEEN	1963.46	7	280.5	1.195	0.3066
WITHIN	54471.03	233	234.8		
TOTAL	56434.50	240			

(2) ANALYSIS ON VARIABLE: STUATT 1 WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE: SEX

TRET.	SIZE	MEAN	ST.DEV.
1	132	81.41	1.38957
2	108	84.01	15.28758

SOURCE	SUM OF SQ.	D.F.	MEAN SQ.	F.	PROB.
BETWEEN	401.6094	1	401.6	1.706	0.1928
WITHIN	56032.89	239	235.4		
TOTAL	56434.50	240			

1 WAY : A.N.O.V.A.

(3) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE: CATEG.

TRET	SIZE	MEAN	ST.DEV.
0	10	80.20	19.80909
1	65	84.63	11.86193
2	100	83.40	15.94371
3	65	79.63	16.66262

SOURCE	SUM OF SQ.	D.F	MEAN SQ.	F.	PROB.
BETWEEN	962.625	3	320.9	1.365	0.2541
WITHIN	55471.88	237	235.1		
TOTAL	56434.50	240			

(4) ANALYSIS ON VARIABLE STUATT WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE: ANO.

TRET	SIZE	MEAN	ST.DEV.
0	10	80.20	19.80909
1	20	91.60	6.78543
2	32	83.50	19.15640
3	178	81.56	14.83154

SOURCE	SUM OF SQ.	D.F.	MEAN SQ.	F.	PROB.
BETWEEN	1936.61	4	484.2	2.088	0.0832
WITHIN	54497.89	236	231.9		
TOTAL	56434.50	240			

1 WAY : A.N.O.V.A.

(5) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE: ACAD

TRET.	SIZE	MEAN	STD.DEV.
1	2	70.50	4.94974
2	13	91.31	12.04426
3	23	85.83	14.98985
4	26	82.65	15.62803
5	21	78.57	23.01428
6	31	83.13	15.90334
7	33	82.61	15.33570
8	30	80.03	13.83520
9	22	79.27	16.08366
10	25	82.80	11.82511
11	14	85.71	9.31854

SOURCE	SUM OF SQ.	D.F.	MEAN SQ.	F	PROB.
BETWEEN	2445.36	10	244.5	1.037	0.4129
WITHIN	53989.14	230	235.8		
TOTAL	56434.50	240			

(6) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE: L: EXAM

TRET.	SIZE	MEAN	ST.DEV
1	16	77.75	23.08398
2	57	85.33	13.96595
3	87	80.92	16.11241
4	57	82.96	14.46667
5	19	83.84	10.63152
6	4	87.25	9.429564

SOURCE	SUM OF SQ.	D. F.	MEAN SQ.	F	PROB
BETWEEN	1171.19	5	234.1	0.9918	0.4234
WITHIN	55263.31	235	236.2		
TOTAL	56434.50	240			

(7) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE: GROUP

TRET	SIZE	MEAN	ST.DEV.
12	24	94.00	7.54303
13	23	82.96	14.45519
14	21	83.48	12.35969
15	21	82.76	15.64259
16	21	88.52	11.74997
17	21	86.81	11.55257
18	18	77.06	20.76613
19	16	78.69	18.83868
20	29	74.14	19.18095
21	26	81.19	14.30250
22	20	85.10	14.56709

SOURCE	SUM OF SQ	D.F.	MEAN SQ.	F	PROB
BETWEEN	5104.63	11	464.1	2.061	0.0241
WITHIN	51329.88	229	225.1		
TOTAL	56434.50	240			

(8) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE: FAM

TRET	SIZE	MEAN	ST.DEV
1	186	82.70	15.45335
2	54	82.17	15.19899

SOURCE	SUM OF SQ	D.F.	MEAN SQ	F.	PROB
BETWEEN	11.85938	1	11.86	0.5002E.01	0.8232
WITHIN	56422.64	239	237.1		
TOTAL	56434.50	240			

(9) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE: SOC LA

TRET	SIZE	MEAN	ST.DEV.
1	48	80.71	15.93732
2	73	82.77	15.29844
3	78	82.26	16.07405
4	28	85.77	12.03214
5	13	83.92	16.80507

SOURCE	SUM OF SQ.	D.F.	MEAN SQ.	F	PROB
BETWEEN	452.8906	4	113.2	0.4753	0.7539
WITHIN	55981.61	236	238.2		
TOTAL	56434.50	240			

(10) ANALYSIS ON VARIABLE: STUATT WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE: LINK

TRET	SIZE	MEAN	ST.DEV.
1	190	82.69	15.76653
2	50	82.14	13.87997

SOURCE	SUM OF SQ.	D.F.	MEAN SQ.	F	PROB
BETWEEN	12.18750	1	12.19	0.5141E-01	0.8208
WITHIN	56422.31	239	237.1		
TOTAL	56434.50	240			

A8. ONE WAY ANALYSIS OF VARIANCE : STUDENT ATTITUDE SCORES

TEST 2 (1981)

16/02/82

1. ANALYSIS OF VARIABLE ; STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIANCE : FEEDR

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	2276.97	7	325.31	0.485	0.999
WITHIN	155595.99	233	670.71		
TOTAL	157872.96	240	660.62		

2. ANALYSIS OF VARIABLE : STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE : SEX.

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	908.86	1	908.86	1.378	0.240
WITHIN	156864.10	239	659.51		
TOTAL	157872.96	240	660.56		

3. ANALYSIS OF VARIABLE: STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE : CATEG.

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	5534.27	3	1844.76	2.858	0.037
WITHIN	152338.70	237	645.50		
TOTAL	157872.97	240	660.56		

4. ANALYSIS OF VARIABLE : STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE: ANO

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	4565.25	3	1521.75	2.343	0.072
WITHIN	153307.71	237	649.61		
TOTAL	157872.96	240	660.56		

5. ANALYSIS ON VARIABLE ; STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE : ACAD

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	10271.40	10	1027.14	1.594	0.109
WITHIN	147601.56	230	644.54		
TOTAL	157872.96	240	660.68		

6. ANALYSIS ON VARIABLE : STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN VARIABLE : L EXAM.

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	7938.83	7	1134.12	1.755	0.097
WITHIN	149934.13	233	646.27		
TOTAL	157872.96	240	660.56		

7. ANALYSIS ON VARIABLE : STUATT 2 WITH TREATMENTS.
DETERMINED BY A BREAKDOWN ON VARIABLE : GROUP(REGISTRATION)

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	16752.85	9	1861.43	3.047	0.002
WITHIN	119113.93	195	610.84		
TOTAL	135866.78		666.01		

8. ANALYSIS OF VARIABLE : STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN VARIABLE : FAM.

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	199.29	1	199.29	0.30.	0.999
WITHIN	157673.67	239	662.49		
TOTAL	157872.96	240	660.56		

9. ANALYSIS OF VARIABLE ; STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE : SOCLA

SOURCE OF VARIATION	SUM OF SQ's.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	905.76	4	226.44	0.339	0.999
WITHIN	156967.21	235	667.95		
TOTAL	157872.97	240	660.56		

10. ANALYSIS OF VARIABLE: STUATT 2 WITH TREATMENTS
DETERMINED BY A BREAKDOWN ON VARIABLE : LINK

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	5.40	1	5.40	0.008	0.999
WITHIN	157867.56	239	663.31		
TOTAL	157872.96	240	660.56		

11. ANALYSIS ON VARIABLE : STUATT 2 WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE : MOCK A

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	49989.86	7	7141.41	15.357	0.001
WITHIN	107883.10	233	465.01		
TOTAL	157872.96	240	660.56		

12. ANALYSIS ON VARIABLE ; STUATT 2 WITH TREATMENTS
 DETERMINED BY A BREAKDOWN ON VARIABLE : ALPER

SOURCE OF VARIATION	SUM OF SQ'S.	D.F.	MEAN SQ.	F.	PROBABILITY
BETWEEN	37606.61	9	4178.51	7.991	0.001
WITHIN	120266.36	231	522.90		
TOTAL	157872.96	240	660.56		

A9. COMPLEMENTARY STUDIES AND ACTIVITIES
SUMMER TERM 1980

COMMON GROUND

Astronomy: A classroom course using visual aids. Enthusiasts may have the opportunity to make observations later in the year.

Computers and Chips: A course for students with no experience of computing on how computers work and what they can do. There will be practical demonstrations and opportunity for considerable 'hands on' practical work with micro-computers. The course should be particularly helpful to economists and geographers amongst others.

The Energy Debate: The course will consider the scientific principles involved in meeting our national needs for energy, the various potential courses of energy and the social and environmental issues that arise. (Repeat)

Everyday Economics: An introduction to economics both as they affect the nation and as they concern the individual and his or her private finances.

God, Man and the Universe: An exploration of some basic questions related to religious faith.

How to Study: Advice and practice intended to help you with techniques for self-organisation and concentration, note-making and productive reading. (Repeat)

In the News: A discussion of current affairs.

Look After Yourself: A programme of health education. Topics likely to be covered include alcohol, diet, drugs, smoking and sexually transmitted diseases. (Repeat)

Poetry Appreciation: Non-specialists will be particularly welcome.

Politics: An introduction to the philosophies of the political parties and a look at some current issues.

Psychology: An introduction to the scientific study of the working of the human mind. (Repeat)

Science and Society: A new course promoted by the Association for Science Education. Topics are likely to include the nature of science, science and social development, health, food and population.

Simple Statistics: An introductory course.

Sociology: An introduction to the scientific study of social behaviour. Topics to be considered will include such social problems as vandalism and alienation.

Students' Council: Elected representatives meet.

Your Choice at 17+: Guide lines to help you choose a career that will be right for you either when you leave Yale or after further education and training.

WEDNESDAY AFTERNOON ACTIVITIES:

Archery
Art Appreciation
Athletics
Chess
Creative Writing
Cricket
Dramatic Society

First Aid
Golf
Hockey
Motor Cycle Proficiency
Music Workshop
Photography
Rounders

* Driver Education
Electronics Workshop
Everyday French
Everyday German
Everyday Welsh

Squash (Charge of 25p)
Swimming (Charge of 20p)-
Tennis
Private Study

* The Cambrian School of Motoring provides this course. It is primarily intended for students who do not yet have a provisional licence. They learn the theory of driving and roadcraft and practise basic manoeuvres in a car park adjoining the driving school. There is a joining fee of £1.30p. for a course of six sessions and a charge of 90p a lesson.

A10, APPENDIX

	FIS	RG	S	CMSC	ANO	ACID	FAM	LINK	SOCIAL	WTO	STU	PAE	LGEX	PAE	PAE
FEDER SCHOOL	-0.035	-0.035	-0.035	-0.007	-0.033	0.018	0.122	-0.104	-0.093	0.014	0.008	-0.016			
REGISTRATION GROUP	-0.035	-0.244	0.612	-0.236	-0.315	-0.005	-0.084	-0.078	-0.313	-0.232	-0.002				
SEX	0.035	-0.244	0.247	0.137	0.041	0.014	0.134	-0.020	0.084	0.076	-0.062	-0.008	-0.009		
ACADEMIC CATEGORY	0.042	0.612	0.247	0.189	0.114	0.022	0.043	0.005	-0.019	-0.061	-0.059	-0.092	-0.180		
AGE LEVELS (NUMBER)	0.008	-0.236	0.137	0.189	0.674	0.049	-0.023	-0.053	-0.022	0.161	0.487	0.275	0.241		
ACADEMIC QUALIFICATION (ORDINARY LEVEL)	0.003	-0.375	0.041	0.114	0.674	0.049	0.051	-0.085	-0.063	0.138	0.631	0.486	0.387		
FAMILY	0.048	-0.088	0.04	0.022	0.049	0.049	0.006	-0.047	-0.015	-0.036	0.053	-0.065	-0.018		
LINK (ACTION)	0.122	0.049	0.134	0.013	-0.034	-0.051	0.006	0.058	-0.015	0.006	0.006	0.0076	0.134		
SOCIAL CLASS	0.109	0.010	-0.021	0.005	-0.053	-0.070	-0.067	0.055	0.070	0.046	0.016	-0.019	-0.007		
STUDENT ATTENDING TEST 1	-0.093	-0.064	0.084	-0.071	-0.022	-0.063	-0.012	-0.015	0.070	0.250	0.059	0.113	0.161		
STUDENT ATTENDING TEST 2	0.014	-0.078	0.076	-0.061	0.161	0.121	0.036	-0.006	0.046	0.250	0.207	0.441	0.369		
LONGER WITH EXPERIMENTAL	0.017	0.313	0.062	0.050	0.487	0.631	0.053	-0.006	0.016	0.059	0.207	0.440	0.365		
PRELIMINARY	0.008	-0.232	-0.008	-0.070	0.275	0.486	0.058	-0.008	-0.007	0.113	0.441	0.640	0.608		
ADVANCED LEVEL PERFORMANCE	0.016	-0.003	0.099	0.180	0.241	0.387	0.018	-0.134	-0.009	0.161	0.369	0.365	0.608		

PEARSONS CORRELATION (SIGNIFICANCE)

APPENDIX A11

	HS	RG	S	CATG	AN°	ACAD	FIN	LINK	SOCIA	ST.ATT	ST.ATT	LEX	PALE	MBAR
FEDERAL SCHOOL	0.303	0.287	0.287	0.260	0.453	0.304	0.440	0.030	0.046	0.075	0.415	0.376	0.449	0.403
REGISTRATION GROUP	0.303		0.001	0.001	0.001	0.01	0.051	0.226	0.440	0.095	0.062	0.001	0.001	0.478
SEX	0.287	0.001		0.001	0.017	0.264	0.414	0.019	0.376	0.096	0.121	0.170	0.464	0.083
ACADEMIC CATEGORY	0.260	0.001	0.001		0.002	0.039	0.370	0.252	0.472	0.113	0.173	0.194	0.077	0.003
A-LEVELS (NUMBER)	0.453	0.001	0.017	0.002		0.001	0.223	0.316	0.366	0.365	0.006	0.001	0.001	0.001
ACADEMIC COMMUNICATIONS (ORDINARY LEVEL)	0.304	0.001	0.264	0.039	0.001		0.223	0.214	0.008	0.165	0.016	0.001	0.001	0.001
FAMILY	0.440	0.087	0.414	0.370	0.223	0.223		0.463	0.162	0.442	0.272	0.269	0.473	0.391
LINK (ASTON)	0.030	0.226	0.019	0.252	0.316	0.214	0.463		0.174	0.410	0.444	0.463	0.453	0.019
SOCIAL CLASS	0.046	0.440	0.376	0.472	0.206	0.083	0.152	0.164		0.141	0.239	0.406	0.387	0.446
STUDENT ATTITUDE (TEST 1)	0.075	0.096	0.096	0.113	0.366	0.165	0.412	0.410	0.141		0.001	0.180	0.040	0.006
STUDENT ATTITUDE (TEST 2)	0.415	0.066	0.121	0.173	0.006	0.016	0.292	0.464	0.239	0.001		0.001	0.004	0.001
LOWER SAT	0.396	0.001	0.170	0.174	0.001	0.001	0.209	0.463	0.406	0.180		0.001	0.001	0.001
PRELIMINARY (MOCK) A-LEVEL	0.449	0.001	0.454	0.079	0.001	0.001	0.473	0.453	0.387	0.001	0.001	0.001	0.001	0.001
ADVANCED LEVEL PERFORMANCE	0.403	0.498	0.063	0.003	0.001	0.001	0.391	0.019	0.446	0.006	0.001	0.001	0.001	0.001

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